DOCUMENT RESUME

ED 168 220 EA 011 523

AUTHOR	Carrano, Andrew S.
TITLE	A Course in Staff Performance Evaluation: Preparing for Implementing PA 74-278 "An Act Concerning Teacher Evaluation." Instructor's Manual. First Draft.
INSTITUTION	Area Cooperative Educational Services, New Haven, Conn.
PUB DATE	Aug 76
NOTE	232p.; Not available in paper copy due to marginal legibility of original document
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; *Educational Objectives; Elementary Secondary Education; *Evaluation Methods; Higher Education; Instructional Materials; Personnel Evaluation; Self Evaluation; State Legislation; *Teacher Evaluation
IDENTIFIERS	*Connecticut

ABSTRACT

The purpose of this manual is to provide the instructor an outline and prototypic documentation to lead a course on the topic of staff performance evaluation. The course is set up as a 30-hour event comprising 10 sessions of three hours each. This conforms with the policy of many higher education institutions and may, therefore, be used as an elective course offering. An alternate use is for a local district to use this course as an inservice program. The course sessions are presented in the following manner: session content, relation to other sessions, desired outcomes, procedures and activities, suggested readings, handouts, transparency masters, and assignments for later sessions. The instructor is encouraged to supplement these offerings with his or her own ideas and resources. The titles of the ten sessions are "Introduction and Orientation," "The Law and Guidelines," "System-Wide Goal Setting," "Preparing Instructional Objectives," "Writing Performance Objectives," "Self-Evaluation," "Target Setting Simulations," "Developing a Plan for Staff Performance Evaluation," "Editing the Plan," and "A Plan for Staff Performance Evaluation." (Author/IRT)

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INSTRUCTOR'S MANUAL

A COURSE IN STAFF PERFORMANCE EVALUATION:

Preparing for Implementing PA 74-278 "An Act Concerning Teacher Evaluation"

Dr. Andrew S. Carrano
August 1976

Area Cooperative Educational Services
800 Dixwell Avenue
New Haven, Connecticut 06511

EA 011 523

PREFACE

The production of this document is the result of a combination of several events. Project U.S.E. (Updating Supervisory Effectiveness) was an ESEA Title III Project awarded to the West Haven, Connecticut Public School District. This project focused on exploring and developing positive supervisory behaviors.

During the two-year funding period (July 1, 1974 through June 30, 1976) Connecticut P.A. 74-278 "An Act Concerning Teacher Evaluation" was passed and guidelines developed for compliance. The process for meeting the spirit as well as the mandate of this law concerning staff evaluation involved all strata of the local educational enterprise in developing local plans. However, the leadership and support system from the State Department of Education was hampered because of limited and insufficient funds to assist local districts. Personnel, guidance and workshops offered were of considerable benefit in understanding the law but were not adequate in helping to develop local plans.

Other similar concurrent events were reflecting the general attitude of the public and some educators of the need for more accountability in carrying out our educational systems. Declining enrollments brought the false expectation of lower school spending on the part of many community leaders. When this did not occur and in fact the local school budgets continued to increase, the need to redefine both the purposes and impact of our educational programs became evident. The need for the involvement and participation of the community in reflecting on our programs and the need to continually apprise the community of our progress has become necessary.

Also of concern is the problem of reducing staff to reflect declining enrollments and budget cutbacks. Many educators and others are not satisfied with seniority as the basis for layoffs. However, defining and identifying the quality of teaching skill is an elusive task. This brings us back to the law concerning performance evaluation. There is no evidence this writer is aware of that conclusively shows that performance evaluation will significantly improve the educational experience for children in a cost-effective manner. However, the defining of targets, the close working relationships among supervisors and supervisees, the gathering of change and impact data, the documenting of efforts, the system-wide involvement in identifying educational priorities and addressing major endeavors should be some of the factors leading to "quality education".

This document is written to assist other educators with similar hopes and feelings to continue to refine the educational enterprise through staff performance evaluation and to gather evidence of its level of success. As such, this document is not the final word but the first. By putting this course down in writing, it is this writer's hope that others will use it, improve on it,and pass it along for others to do the same.

INTRODUCTION

The purpose of this manual is to provide the instructor an outline and prototypic documentation to lead a course on the topic of Staff Performance Evaluation.

The course is set up as a thirty (30) hour event comprised of (10) sessions of three (3) hours each. This conforms with the policy of many higher education institutions and may therefore be used as an elective course offering. An alternate use is for a local district to use this course as an inservice program (possibly for local salary advancement credit). This use has the most direct and viable outcome because the participants will place a high value on the outcome and the product will be specific and unique in relation to the district's history, priorities, and operating management system. These factors should assist the product in actually being implemented.

The course sessions (ten) are presented in the following manner: session content; relation to other sessions; desired outcomes; procedures and activities; suggested readings; handouts; transparency masters; and assignments for later sessions. The instructor is encouraged to supplement these offerings with his or her own ideas and resources. This writer would be pleased and grateful for any feedback, suggestions, or modifications of this effort. Contact by phone or mail:

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ACKNOWLEDGEMENTS

This manual is the result of two years of an intensive relationship with the administrators and supervisors of the West Haven Public School District (Connecticut). Project U.S.E. (ESEA Title III) served as a forum to explore and re-define the supervisory roles for this district. In doing so, the broader issues facing public educational systems were addressed. As Project Director, this writer can not reflect on these issues without remembering and appreciating the two years of thought and effort extended by this fine group of administrators. This manual is a tribute to their involvement and concern.

Special thanks must be given to Dr. John E. Onofrio, Assistant Superintendent for Instruction in West Haven. His leadership and guidance were an integral component of all project activities. Also, this writer must thank Dr. Roger Richards who served as State Director for ESEA Title III Programs in Connecticut during this project's tenure. His flexibility and sensitivity for changing educational needs and his encouragement regarding this effort are appreciated.

This writer would also extend appreciation to the East Haven Public Schools especially the Committee on Staff Evaluation for allowing the course to be piloted in their district in the Spring of 1976. Much of the documentation and instrumentation are the results of considerable effort on the part of the eighteen course participants.

One last acknowledgement is to the many educational leaders to whom this writer is indebted to for their assistance in forming opinions and concepts on the topic as well as providing materials from which to adapt. Many of the handouts and exercises are not original to this document but are drawn from the educational "files" each of us in education has built up over many years of schooling. They represent the best this writer has come across and as such they are passed along for the instructor's use. Where the originator or author is known it is noted.

Andrew S. Carrano, Ed.D
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TABLE OF CONTENTS

Preface

Introduction

Acknowledgements

Overview of the Course 1

Session One: Introduction and Orientation 3

Session Two: The Law and Guidelines 19

Session Three: System-Wide Goal Setting 30

Session Four: Preparing Instructional Objectives 36

Session Five: Writing Performance Objectives 69

Session Six: Self-Evaluation 85

Session Seven: Target Setting Simulations 123

Session Eight: Developing a Plan for Staff Performance Evaluation 133

Session Nine: Editing the Plan 138

Session Ten: A Plan for Staff Performance Evaluation 139

Post-Session 141

TABLE OF HANDOUTS

Handout Number		Page
1	Objectives for the Evaluation Process	7
2	Teacher Evaluation Accentuates the Positive, Not the Punitive	8
3.	Teacher Evaluation (Prepared for CABE) Dr. Philip Saif	10
4	A Teacher Evaluation Survey	12-15
5	Text of Ct. Teacher Evaluation Law Public Act No. 74-278 - An Act Concerning Teacher Evaluation	16
6	Guidelines for Implementation PA 74-278	17-18
7	A Calf's Walk	23
8	Ranking the Guidelines PA 74-278	24
9	Individual Participant Task Sheet	25
10	Concerns Prioritization Sheet	26
11	Educational Goals	33
12	Recalled for Revision	34
13	What Do You Really Know About Behavioral Objectives? Phi Delta Kappan 1975	40
14	Instructional Programming Model	41
15	Essential Elements of a Behavioral Objective	42
16	Action Verbs for Performance Objectives	43
17	Behavioral Objectives - Suggested Readings and Sources	44
18	Evaluating Teachers - Abstracted from Education U.S.A.	45

Handout Number		Page
19	Whc Knows What to Teach Teachers Or How To Judge Them?	46
20	Performance as a Basis for School Objectives - James L. Baker	49
21	Characteristics of an Effective Teacher - Developed by Dr. Harold S. Davis	72
22	Definition of Performance Objective James Lewis, Jr.	73
23	Elements to Include In Formulating A Target	74
24	Sample Evaluation Instrument	75
25	Performance Review	77
26	Format for Preparing a Job Target	78
27	Evaluation Definitions	79
28	Target-Setting Checklist	82
29	Description of Teacher Performance Areas	88
30	Student Evaluation of Teachers Welcome - David Bost	95
31	About My Teacher (Revised form) William Moritz, Maumee, Ohio	97
32	Instrument I - Verbal Behavior	99
33	Instrument II - Non-Verbal Behavior	101
34	Self Appraisal Checklist	103
35	Self Evaluation of Myself as A Teacher	104
36	Sample: Teacher Self Evaluation	110

Handout Number		Page
37	Administrator Image Questionnaire Kalamazoo Public Schools	117
38	Teacher Effectiveness What Makes a Difference?	119
39	Teacher Perceptions of Supervision and Evaluation	126
40	Georgia Teachers List Irritating Supervisory Habits - Joseph J. Walker	127
41	CHART	128
42	Final Conference	129
43	Table of Contents	135
44	The Evaluation Process	136
45	The Pilot Implementation Plan	140

TABLE OF TRANSPARENCIES

Transparency Number		Page
1	Ranking the Guidelines Importance	27
2	Ranking the Guidelines Adherence	28
3	Performance Evaluation Is Not A Spectator Sport	29
4	Priority Ranking of Goals	35
5	What Do You Think of These Objectives For You?	51
6.	What About These Behavioral Objectives?	52
7	Programming Model in IGE	53
8	Tree/Swing Chart	54
9	Written Work/Overt Behavior Chart	55
10	Relationship between assessment and two kinds of evaluation	56
11	Cognitive Domain: Action Levels of Cognitive Behavior	57
12	Affective Domain: Action Levels of Affective Behavior	58
13	Psychomotor Domain: Action Levels of Psychomotor Behavior	59
14	Behavioral Objectives - Benefits	60
15	Behavioral Objectives - Limitations	61
16	Essential Elements of a Behavioral Objective	62
17	Who	63

Transparency Number		Page
18	Does What	64
19	Does What	65
20	Given What	66
21	How Well	67
22	How Well	68
23	Chart	69
24	Job Target Form	84
25	Student Evaluation Sheet	122
26	Evaluation of Teacher Performance (Model)	132
27	The Evaluation Process	137

OVERVIEW OF THE COURSE

Session One: Introduction and Orientation

The topic of staff evaluation is introduced and discussed. Participant attitudes and understandings are explored.

Session Two: The Law and Guidelines.

Participants will discuss the law and guidelines in relation to their perceived concerns related to implementation.

Session Three: Systemwide Goal Setting.

Participants will utilize the PDK materials on "Educational Goals and Objectives"to establish priorities for the school district's educational program.

Session Four: Preparing Instructional Objectives.

Participants will learn how to write a behaviorally stated instructional objective.

Session Five: Writing Performance Objectives.

Participants will learn to write job targets to define their performance expectation and plans.

Session Six: Self-Evaluation.

Participants will explore self-evaluation instruments and discuss their use and value.

Session Seven: Target Setting Simulations.

Participants will role play target setting conferences using job targets written after Session Five.

Session Eight: Developing a Plan for Staff Performance Evaluation.

The bases and outline for a district document to implement a staff performance evaluation law in compliance with PA 74-278 is developed in this session.

Session Nine: Editing the Plan.

The participants will review and edit the materials produced to date.

Session Ten. A Plan for Staff Performance Evaluation.

The completed document is reviewed and an implementation strategy is developed.

INTRODUCTION AND ORIENTATION

SESSION CONTENT. The purpose of this opening session is to introduce the topic of staff evaluation and begin discussion to elicit participant understandings and attitudes toward this topic.

RELATION TO OTHER SESSIONS. This opening session is critical for the entire course. The "base-line" attitudes and understanding of the participants will be evident through discussions and activities. The instructor should be attentive to the discussions to determine the approach and specific content for the next nine sessions.

DESIRED OUTCOMES.

A. The participants will explore the purposes for staff evaluation through discussion and activities.

B. The participants will clarify their attitudes toward the evaluation system that they are part of through discussion and activities.

PROCEDURES/ACTIVITIES.

1.0 Normal opening procedures such as introductions, job responsibilities, special procedures, (i.e.: time factors, smoking regulations, etc.) should be carried out.

2.0 Form participants into groups of three to four. A mix of grade levels and job responsibilities is desired.

2.1 Ask each group to describe and discuss the purposes and need for staff evaluation among themselves.

2.2 When this activity is completed, ask the groups to report out their findings. List on an overhead transparency, chalkboard, or newsprint each item, noting the number of times each item is given. Report out the highest priority items.

2.3 Handout Objectives for the Evaluation Process (H-1) Ask the groups to read and discuss the ten items. Ask them to compare these items to the priority items listed above. Elicit responses and adjust the master list if necessary.

3.0 Ask participants to describe their own evaluation process to others in their group. Caution them to use descriptive terms only - and not to give any opinions. Even if all participants are from the same district, their different grade levels and responsibilities will allow for differing descriptions. Each group should have a recorder.

3.1 Ask the participants to describe their own evaluation process to others in the group. They should use subjective terms only. Again these should be recorded.

3.2 Handout Teacher Evaluation Accentuates the Positive, Not the Punitive (H-2). Ask participants to read this and discuss it in their groups in relation to the above two lists.

4.0 Handout Teacher Evaluation (H-3). Ask participants to relate this to their previous discussions within their small groups.

5.0 Handout Teacher Evaluation Survey (H-4). Again ask participants to relate this to their previous discussions.

6.0 By this time the participants will have had the opportunity to discuss and clarify their own perspective on their own evaluation process and compared this perspective with current opinions on the topic. Ask the groups to review the list made in activity 3.0 and make a new list describing what terms they would like to use in describing an improved evaluation process. In essence, describe what should be. Have each group report out their descriptors and record on a chalkboard (or whatever is available).

SUGGESTIONS FOR FURTHER READING

a. Evaluating Teachers for Professional Growth, National School Public Relations Association. 1801 N. Moore St., Arlington, Va. 22209.

b. Supervision for Better Schools, Kimball Wiles, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

c. Let's Do Away with Teacher Evaluation, Chestion Ingils, The Clearing House, Fairleigh Dickinson University Press, April 1970.

d. Judging the Teacher, Minnie W. Koblitz, Today's Education, NEA, April 1973.

e. Teacher Evaluations - Some Implications, Today's Education, NEA February 1973.

ASSIGNMENTS FOR OTHER SESSIONS:

Read For Session Two:

a. An Act Concerning Teacher Evaluations (H-5).

b. Guidelines for Implementation (H-6).

OBJECTIVES FOR THE EVALUATION PROCESS

What Specific Objectives Does the Evaluation Process Hope to Achieve?

It strives to accomplish the following objectives:

1. Clarify the performance expectations of the individual; i.e., make duties and responsibilities more clear.
2. Establish both short and long term work goals.
3. Bring about a closer working relationship between the appraisee and evaluator.
4. Make evaluation relevant to on-going job performance.
5. Establish "ground rules" or plans for both the appraisee and evaluator to follow up on "target" achievement.
6. Keep good records of class visitations, follow-up conferences and other appraisee-evaluator contacts.
7. Assess results of job performance both by means of self-appraisal and evaluation by the evaluator; i.e., make it a cooperative process.
8. Conduct a good evaluation conference.
9. Establish appropriate ways for follow-up of actions needed for further improvement.
10. Keep evaluation a dynamic process; assess its effectiveness periodically; revise it as necessary.

Teacher Evaluation Accentuates the Positive, Not the Punitive

"If you can't lick 'em apparently has become the overall teacher response to the growing demand for effective evaluation of teachers. And, in the process, the objectives of evaluation have gradually become more specific and more positive.

Change in Conception

Two aspects of evaluation are rapidly becoming obsolete. It no longer is being used solely to identify incompetent teachers; nor does the process involve the imposition of evaluation standards on the teacher by the administrator. Rather, "evaluation is being geared more directly toward improvement of the teacher and the instructional process," and, as a result, "teachers are being involved more and more in the establishment of evaluation procedures and in the development of instruments." Other trends noted:

- There is less evaluation of teaching methods and more evaluation of teaching results.
- A narrative type of written evaluation is replacing the traditional checklist.
- Inservice training is becoming an intergral part of evaluation.
- Tenured teachers are being formally evaluated on a regular basis rather than infrequently or not at all, as in the past.
- Evaluation by peers and by students is a growing practice.
- The evaluation process increasingly is being covered in master contracts of agreements between teacher organizations and boards of education, incorporating grievance procedures.

On the last point, the report elaborates: "Many teachers' groups are coming to the conclusion that teacher evaluation in some form is here, will stay, and may expand; and therefore, if teachers want it to be done right, according to their understanding, teachers had better be involved in it from beginning to end."

Terminology may vary from district to district, but there are certain areas of performance that are common to evaluation programs. These cover a teacher's relationships with pupils, classroom management and procedure, staff and community relationships, professional attributes, and professional growth.

Abstracted from: Education Summary
Vol. 27, No. 5
October 1, 1974

Abstracted from:
TEACHER EVALUATION
(Prepared for CABE)
By Dr. Philip Saif

This article is concerned with the following questions:

1. Why should teachers be evaluated?
2. How is evaluation of teachers perceived?
3. How can evaluation of teachers be done?

Since the primary professional activity of a teacher is teaching, the major concern of teacher evaluation should be effective student learning experiences. With focus of the improvement of student learning, an evaluation scheme should seek to help all teachers do a better job. It does not concentrate on defining "good " versus "bad" teachers,but assumes that each teacher is competent, and that each can improve.

"Good teaching" is too fuzzy a concept to be useful in collecting data for evaluation. One way to refine such a broad concept is through asking questions such as "Good for what?" and "Good for whom?". Consequently, the first step in the evaluation scheme is to establish objectives that are congruent with the goals of education for the society and the school district; and the final step will be to determine to what degree these objective were met.

The first three steps - establish objectives, design activities, and determine criteria for validation - should be done together. Most of the criteria needed will relate to student performance and teacher activities that will lead to student learning. Some related teacher behaviors will probably also be considered: attitudes, values, human relations, and professional growth.

The individual teacher and the evaluator (frequently the evaluator in schools is the supervisor) must work together to decide upon the objectives which will form the major part of the teacher's evaluation. The design of activities for the achievement of the stated objectives is also meant to be agreed upon by the teacher and the evaluator together. Activities and criteria need to be expressed and written in precise terms so that there will be no misunderstanding about what is to be done and when various activities take place.

The teacher should be an active participant throughout the evaluation process. If information gathered during the evaluation process is to be useful to the teacher in making decisions, then the teacher and the evaluator should decide together what should be evaluated, what criteria should be used, and how information should be collected. As data are gathered and analyzed, the teacher and the evaluator together can make decisions as to which of the early steps should be re-examined.

Evaluation of teachers, as perceived above, is a way for teachers and evaluators to work together in examining performance so that, together, they can effect changes to improve student learning. When teachers are active participants in an on-going process, evaluation can be a valuable tool in improving the educational outcomes.

A TEACHER EVALUATION SURVEY

In an article appearing in the April, 1970 issue of "The Clearing House", Professor Chester R. Ingils of the University of Hawaii, reports the results of a survey of teacher evaluation programs involving 70 school districts in 38 states. When an analysis was made of these programs, he discovered an 'almost unbelievable commonality of methodology of teacher evaluation and nature of concerns.'

Ingils found the areas of concern to fall into three catagories:

(1) Professional Relations and Attitudes.

(2) Teaching Techniques.

(3) Personal characteristics of the teacher.

The following Tables show the results of this survey. The percentages represent the frequency with which each item appeared in the total number of instruments.

Table I

Professional Relations and Attitudes

TOPICS	RESPONSES	TOPICS FOUND ON LESS THAN 6% OF THE FORMS
1. Staff Relations and Responsibility	51.4%	1. Articulation and Presentation of Ideas.
2. Professional Improvement	48.5	
3. Community and Parent Relations	45.7	2. Dependable
4. Student Relations	35.7	3. Emotional Maturity
5. Ethics	34.3	4. Personal Appearance
6. Professional Responsibility and Attitude	28.6	5. Ability to work with others
7. Loyalty to School	20.0	6. Care of Necessary Routine
8. Knowledge of Subject	18.6	7. General Personality
9. Cooperation	17.1	8. Observes Confidential Matters
10. Accepts extra assignments	15.5	
11. Accepts Aims of School	15.5	9. Refrains from Derogatory Remarks
12. Enthusiasm for Teaching	14.3	
13. Professional Organization	14.3	10. Displays Pride in Profession
14. In-service Activities	14.3	
15. Initiative	12.8	11. Respect
16. Community Activity	12.8	12. Cultural Contributions
17. Accepts Constructive Criticism	11.1	13. Attends Faculty Meetings

Table I (continued)

TOPICS	RESPONSES	TOPICS FOUND ON LESS THAN 6% OF THE FORMS
18. Relationship with Administrators and Supervisors	11.1	14. Shares Ideas
19. Care of Supplies and School property	7.1	15. Attendance Keeping
		16. Punctuality
		17. Accuracy
		18. Executive Ability
		19. Creative
		20. Industry
		21. Personal Control
		22. Character
		23. Communication Skills

Table II
Teaching Techniques

TOPICS	RESPONSES	TOPICS FOUND ON LESS THAN 5 FORMS
1. Plans and Organizes Appropriately	72.8%	1. Allow for Critical Thinking
2. Methods, Techniques and Instructional Skills	72.8	2. Punctuality
3. Awareness of Physical Environment	61.4	3. General Teacher Effectiveness
4. Classroom Management and Control	60.0	4. Program Adaptability and Flexibility
5. Competence and Knowledge in Teaching Field	55.7	5. Extra Duty Assignments.
6. Aware and Provides for Individual needs	52.8	
7. Genuine Concern for Students	50.0	
8. School Cooperation	34.3	
9. Professional Growth and Resourcefulness	25.7	
10. Motivation (Teacher-Pupil Participation)	25.7	
11. Thoroughness in Giving Instruction	15.7	
12. Creative, Imaginative, and Initiative	12.8	
13. Helping Students with Good Work Habits	12.8	
14. Meaningful Learning	12.8	
15. Democratic Procedures Used	11.1	
16. Initiative and Enthusiasm in Teaching	7.1	
17. Help Students to Set Moral and Spiritual Values	7.1	

Table III
Personal Characteristics of the Teacher

TOPICS	RESPONSES	TOPICS FOUND ON LESS THAN 5 FORMS
1. Grooming	64.7%	1. Stimulate
2. Emotional Stability	47.1	2. Self-Confidence
3. Voice	45.7	3. Attentiveness
4. Health	45.7	4. Sympathy
5. Enthusiasm	31.1	5. Social Adjustment
6. Good English	31.1	6. Alert
7. Punctuality	28.5	7. Efficient
8. Cooperation	25.7	8. Appealing
9. Initiative	24.3	9. Courteous
10. Reliability	21.1	10. Leadership
11. Judgement	21.1	11. Written Expression
12. Humor	18.5	12. Responsibility
13. Tact	15.5	13. Flexibility
14. Poise	14.3	14. Refinement
15. Friendly	14.3	15. Moral Conduct
16. Vitality	11.1	16. Fairness
17. Accepts Constructive Criticism	10.1	17. Intelligence
18. Personality	7.1	18. Dependability
		19. Courage
		20. Mannerisms
		21. Abides by District Regulations

*Tables I, II, and III are extracts from "Let's Do Away with Teacher Evaluation", by Chester R. Ingils, The Clearing House, April, 1970.

Dr. Ingils points out the 31.5 per cent of all items related directly to the teachers' personal characteristics.

Most evaluation instruments are vague, open to interpretation, and repetitious. As stated by Ingils:

> "The same ambiguity of the unstated meaning of the questions (Perhaps "unknown" or "undefined" meanings would be more the case) exist in the majority of the items that appeared on the 70 teacher evaluation instruments (e.g., poise, friendly, humor, etc.). Often items overlapped or were presented in generalized wording that tend to become repetitious and which would serve as a basis of confusion and argument when read by the evaluator and evaluatee (e.g., self-confident and personality, emotional stability and

> dependability, judgement and tact, cooperation and reliability, etc.). Some items, on the other hand, seemed to be contradictory (e.g., initiative and abides by District Regulations, accepts constructive criticism and courage, cooperation and initiative, etc.)."[1]

If one studies this survey of teacher evaluation they will observe that the evaluative process, as it exists, is subjective rather than objective; that it is based on vague or generalized criteria, rather than sound edcational objectives; that it does little to insure its avowed goals, (1) to improve the quality of instruction, (2) to assist the teacher in identifying the areas that need improvement, and (3) to protect the competent teacher and eliminate the incompetent.

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[1] "Let's Do Away with Teacher Evaluation.", Chester R. Ingils, the Clearing House, Fairleigh Diskinson University Press, Teaneck, N.J. April, 1970

TEXT OF CONNECTICUT TEACHER EVALUATION LAW

PUBLIC ACT NO. 74-278

AN ACT CONCERNING TEACHER EVALUATION

Enacted by the Senate and House of Representatives in General Assembly Convened:

Section 1. The superintendent of each school district shall, in accordance with guidelines established by the state board of education for the development of evaluation programs and such other guidelines as may be established by mutual agreement between the town or regional board of education and the teachers' representative chosen pursuant to section 10-153b of the general statutes, continuously evaluate or cause to be evaluated each teacher. The superintendent shall report the status of such evaluations of the town or regional board of education on or before June first of each year. For purposes of this section, the term "teacher' shall include each employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the state board of education.

Section 2. On or before January 1, 1975- each town or regional school district shall submit in writing, to the state board of education a report on existing evaluation procedures and plans for implementing the guidelines established by the state board of education for development of local evaluation programs.

Section 3. Section 1 of number 73-456 of the public acts of 1973 is repealed...

Section 4. The sum of thirty thousand dollars is appropriated to the department of education, which appropriation shall be from the sum appropriated to the finance advisory committee under section 1 of number 73-31 of the special acts of the current session for the reserve for legislation affecting agency budgets and shall be administered by said department. Said sum shall be used for the development, planning, research and evaluation of the guidelines and programs required by this act and for assistance to town and regional boards of education, including orientation and inservice workshops in implementing such guidelines and programs.

Section 5. This act shall take effect July 1, 1974.

Guidelines for Implementation
PA 74-278

Guidelines for Staff Evaluation

The following guidelines have been established by the State Board of Education to serve as a framework within which each school district can now develop or adapt its program of evaluation of professional staff.

Guiding Principles

A school environment in which a teacher may most fully develop the art and science of teaching is essential. These guidelines are prepared in an effort to help create such an environment in every school system in Connecticut.

I. The primary purpose of teacher evaluation is the improvement of the student learning experience.

Teacher evaluation should be a continuing process through which the professional performance of a teacher is enhanced. Performance should be evaluated in terms of the degree to which activities have met cooperatively predetermined goals and objectives appropriate to the individual's professional role in the context of the specific educational environment.

II. The local school district establishes its own educational goals. Such goals form the basis of the teacher evaluation program.

III. Ample time is provided for the goal-oriented approach to teacher evaluation.

IV. A fiscal support system is established for the purpose of assisting school districts to prepare for and conduct evaluations.

Guidelines for an Evaluation Plan

I. Each professional shall cooperatively determine with the evaluator(s) the objectives upon which his or her evaluation shall be based.

II. The evaluation program is cooperatively planned, carried out and evaluated by all levels of the staff.

III. The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated.

IV. The general responsibilities and specific tasks of the teacher's position should be comprehensively defined and this definition should serve as the frame of reference for evaluation.

V. The accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he or she will be evaluated in relation to that position.

VI. Evaluations are more diagnostic than judgmental. The process should help analyze the teaching and learning to plan how to improve.

VII. Evaluation should take into account influences on the learning environment such as material and professional resources.

VIII. Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways.

IX. The self-image and self-respect of teachers should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan.

X. The nature of the evaluation is such that it encourages teacher creativity and experimentation in planning and guiding the teacher-learning experiences provided children.

XI. The program makes ample provision for clear, personalized, constructive feedback.

SESSION TWO:

THE LAW AND GUIDELINES

SESSION CONTENT. The two major purposes of this session are to understand the law and its implications as well as to elicit participant concerns related to its implementation.

RELATION TO OTHER SESSIONS. The concerns expressed by participants will have to be dealt with in succeeding sessions and be considered in writing of the final document in later sessions.

DESIRED OUTCOMES.

A. Participants will understand P.A. 74-278 (An Act Concerning Teacher Evaluation) in terms of what it mandates.

B. Participants will identify and prioritize perceived organizational and personal barriers to implementing this law.

PROCEDURES/ACTIVITIES.

1.0 Handout A Calf's Walk (H-7) . Ask participants to read and discuss in small groups any implications they can relate to the law (PA 74-278). Ask one member from each group to report their conclusions.

2.0 Ask participants to discuss in small groups the four "Guiding Principles" of the Guidelines for Teacher Evaluation . (Reading Assignment H-6). Do they agree with them? Are principles I and II true in their own school system?

3.0 Ask each participant to read the eleven "Guidelines for the Development of an Evaluation Plan" (H-6) and rank them by importance on a four point scale using column one on the handout H-8.

3.1 The participants in each group should share their outcomes and discuss differences. Direct each group to reach a concensus on their rankings.

3.2 Have each group report their final ranking and display on a chart (T-1).

4.0 Ask each participant to rank their perception of their district's adherence to each guideline using the second column of H-8. (Use T-2 to tabulate).

4.1 Compare these results with the group ranking of importance.

5.0 Handout "Individual Participant Task Sheet" (H-9). Read the following statement:

"All of us have been involved in 'brainstorming' sessions and realize the benefits of generating alternatives that can result from such sessions. This activity is a more substantive process to develop a prioritized list of perceived problems in implementing. PA-74-278. The theme of this activity is 'problem-minded' not 'solution minded':. What organizational/environmental barriers and personal barriers do you anticipate will be encountered in implementing PS-74-278 as it concerns your position as an educator?

5.1 The following examples will help clarify the task.

Prototypic Organizational/Environmental Barriers:

"Not enough time for supervisors to meet with supervisees."

"Where will the money come from to train teachers in this new system."

Prototypic Personal Barriers:

"I can't write a performance objective."

Note: This task is an independent and silent one.

5.2 Have each participant report out their results on one master list (chalkboard). Number each item. To involve everyone have the participants give one response each in a round-robin manner until all items have been recorded. Don't allow comment or discussion of individual items at this time.

5.3 Handout Concerns Prioritization Sheet (H-10). Ask each participant to silently choose the three to five most important items from the master list (use the assigned numbers).

5.4 Ask each participant to report out their selections. Tabulate the results. Report out the concerns receiving the most citations.

5.5 Discuss this ranking in a large group.

5.6 Repeat steps 5.3 and 5.4.

5.7 Save the results of this second prioritization for consideration in developing a plan for implementing PA 74-278.

6.0 Close with the transparency Performance Evaluation is Not A Spectator Sport (T-3). Discuss if time allows.

SUGGESTIONS FOR FURTHER READING:

a. Teacher Evaluation in Connecticut, First Annual Report, (1974-75) CSDE, Hartford, Ct.

b. Teacher Evaluation in Connecticut, Second Annual Report, (1975-76) CSDE, Hartford, Ct.

c. How to Evaluate Teaching, George Redfern, School Management Institute, Inc., Worthington, Ohio 43085.

d. Teacher Evaluation Today, Robert Olds, School Management Institute, Inc., Worthington, Ohio 43085.

ASSIGNMENTS FOR OTHER SESSIONS

Read for Session Three:

Educational Goals (H-11).

Read for Session Four:

Preparing Instructional Objectives, Second Edition. Robert F. Mager, Fearon Publishers, Inc., Belmont, California.

A CALF'S WALK

One day through the primeval wood
a calf walked home as good calves should:
but made a trail all bent askew
a crooked trail as calves all do.

Since then three hundred years have fled,
and I infer the calf is dead,
but still he left behind his trail,
and thereby hangs my moral tale.

The trail was taken up next day
by a lone dog that passed that way:
and then a wise bellwether sheep
pursued the trail o'er vale and steep
and drew the flock behind him, too
as good bellwethers always do.

And from that day, o'er hill and glade,
through these old woods a path was made
and many men wound in and out,
and dodged and turned and bent about,
and uttered words of a righteous wrath
because 'twas such a crooked path;
but still they followed..do not laugh,
the first migrations of the calf.

This forest path became a lane,
that bent and turned and turned again
this crooked lane became a road,
where many a poor horse with his load
toiled on beneath the burning sun
and traveled some three miles in one,
and thus a century and a half
they trod the footsteps of that calf.

The years passed on in swiftness fleet;
the road became a village street;
and this, before men were aware,
a city's crowded thoroughfare,
and soon the central street was this
of a renowned metropolis.

And men two centuries and a half
trod in the footsteps of that calf.
A hundred thousand men were led
by one calf near three centuries dead.
For men are prone to go it blind
along the calf-paths of the mind
and work away from sun to sun
to do what other men have done
they follow in the beaten track,
and out and in, and forth and back,
and still their devious course pursue
to keep the path a sacred groove
along which all their lives they move,
but how the wise old wood gods laugh
who say the first primeval calf!

- Author Unknown

RANKING THE GUIDELINES
PA 74-278

Rank the following guidelines for a staff performance evaluation system under PA 74-278 on two dimensions. First, indicate how important each particular guideline is to you. Second, how effectively is your district adhering to each guideline at this time. Use a scale of 1 to 4 with 1 indicating low importance or adherence and 4 indicating high importance or adherence.

Guidelines	Importance low--high	Adherence low--high
1. Mutual target setting.	1 2 3 4	1 2 3 4
2. Evaluation program development involvement by all staff.	1 2 3 4	1 2 3 4
3. Clear communicated purposes for the evaluation program.	1 2 3 4	1 2 3 4
4. Comprehensive job descriptions.	1 2 3 4	1 2 3 4
5. Clear accountability relationships.	1 2 3 4	1 2 3 4
6. Diagnostic evaluations focused on improving learning.	1 2 3 4	1 2 3 4
7. Learning environmental influences considered.	1 2 3 4	1 2 3 4
8. Self-evaluation opportunity.	1 2 3 4	1 2 3 4
9. Positive self-concepts enhanced.	1 2 3 4	1 2 3 4
10. Encourages teacher creativity.	1 2 3 4	1 2 3 4
11. Provisions for feedback.	1 2 3 4	1 2 3 4

INDIVIDUAL PARTICIPANT TASK SHEET

What organizational/environmental barriers and personal barriers do you anticipate will be encountered when implementing a performance based staff evaluation program.

ORGANIZATIONAL/ENVIRONMENTAL BARRIERS	PERSONAL BARRIERS

CONCERNS PRIORITIZATION SHEET

FIRST PRIORITIZATION:	SECOND PRIORITIZATION:

T-1

RANKING THE GUIDELINES IMPORTANCE

	GROUPS					TOTAL	AVERAGE
	1	2	3	4	5		
I.							
II.							
III.							
IV.							
V.							
VI.							
VII.							
VIII.							
IX.							
X.							
XI.							

RANKING THE GUIDELINES
ADHERANCE

	GROUP 1	2	3	4	5	TOTAL	AVERAGE
I.							
II.							
III.							
IV.							
V.							
VI.							
VII.							
VIII.							
IX.							
X.							
XI.							

PERFORMANCE EVALUATION

IS NOT A

SPECTATOR SPORT

- A. CARRANO

SESSION THREE:

SYSTEM WIDE GOAL SETTING

SESSION CONTENT. One of the Guiding Principles (H-6) of PA 74-278 is the setting of local district goals as the basis for staff evaluation. This session utilizes the Phi Delta Kappa materials on "Educational Goals and Objectives" (distributed by the Commission on Educational Planning - Phi Delta Kappa, Inc., P.O. Box 789, Bloomington, Indiana 47401) as a model for this task.

RELATION TO OTHER SESSIONS. The results of this session will be useful in the individual goal setting activities.

DESIRED OUTCOME.

A. Participants will consider and prioritize eighteen major goals with related sub-goals as to their perceived relative importance.

B. Participants will understand the role system-wide goals can play in establishing individual performance goals.

PROCEDURES/ACTIVITES.

1.0 Handout Recalled for Revision (H-12.).

Ask the participants to read and discuss in their small groups the problem that caused the "recall".

1.1 Have each group report out the outcomes of their discussions. Suggest (if it had not already been mentioned) that clear and understood directions for the schools (i.e.:goals) would have been useful in preventing the need to "recall" students.

2.0 The following activity is abstracted from the "Administrator's Manual for Educational Goals and Objectives" (PDK document cited above). The instructor is encouraged to obtain a copy as well as the appropriate materials. A price list can be obtained from PDK.

2.1 Distribute the perforated goal statements to each participant with a tally board and 45 tokens. Ask each participant to place the goals on the tally board and place one token next to each. Ask them to continue placing tokens until all 45 are used up. Each token indicates increased importance of that goal. Tally the score for each goal (one point for each token).

2.2 With one participant for each small group (five is a good size) serving as recorder, the average point total for each goal is determined.

2.3 Using one tally board and 45 tokens for the small group, the whole number point totals are displayed by tokens. Note: all fractions are dropped, (i.e.: 4 3/5 is displayed with four tokens); don't round off to next highest number. The group reaches concensus on the remaining tokens until all 45 are placed. Totals can be changed if the group agrees. A simple majority is used when consensus cannot be reached.

2.4 The instructor records results from the groups and averages. This is reported back to the group (use T-4 transparency). The prioritized ranking is recorded for future use in individual goal setting.

3.0 Distribute the Individual Rating of the Level of Performance of Current School Programs (available from PDK to each participant. Have each rate the perceived success of their school district in addressing the goals. Direct each participant to compare the highest ranked goals with the level of success they indicated. The instructor may wish to display the perceived average rating for each goal of the total group to the ranking of the goals by importance using T-4 (column 3).

SUGGESTIONS FOR FURTHER READING:

a. Connecticut Citizens Reponse to Educational Goals, 1971-72, CSDE, Hartford, Ct.

b. Administrator's Manual, Educational Goals and Objectives, PDK, P.O. Box 789, Bloomington, Indiana 47401.

ASSIGNMENTS FOR OTHER SESSIONS:

a. Reminder to read the assignment for Session Four (Mager's Preparing Instructional Objectives).

LIST OF GOALS AND SIMILAR SUB-GOALS

(Not in order of priority)

I. LEARN HOW TO BE A GOOD CITIZEN

- A. Develop an awareness of civic rights and responsibilities.
- B. Develop attitudes for productive citizenship in a democracy.
- C. Develop an attitude of respect for personal and public property.
- D. Develop an understanding of the obligations and responsibilities of citizenship.

II. LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY.

- A. Develop an appreciation for and an understanding of other people and other cultures.
- B. Develop an understanding of political, economic, and social patterns of the rest of the world.
- C. Develop awareness of the interdependence of races, creeds, nations and cultures.
- D. Develop an awareness of the processes of group relationships.

III. LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD.

- A. Develop ability to adjust to the changing demands of society.
- B. Develop an awareness and the ability to adjust to a changing world and its problems.
- C. Develop understanding of the past, identify with the present, and the ability to meet the future.

IX DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK

A. Develop abilities and skills needed for immediate employment.

B. Develop an awareness of opportunities and requirements related to a specific field of work.

C. Develop an appreciation of good workmanship.

X. LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES

A. Develop an understanding of economic principles and responsibilities.

B. Develop ability and understanding in personal buying, selling and investment.

C. Develop skills in management of natural and human resources and man's environment.

XI. DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE

A. Develop intellectual curiosity and eagerness for lifelong learning.

B. Develop a positive attitude toward learning.

C. Develop a positive attitude toward continuing independent education.

II. LEARN HOW TO USE LEISURE TIME

A. Develop ability to use leisure time productively.

B. Develop a positive attitude toward participation in a range of leisure time activities - physical, intellectual, and creative.

C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

II. PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY

A. Establish an effective individual physical fitness program

[illegible]. Develop an understanding of good physical health and well being.

C. Establish sound personal health habits and information.

D. Develop a concern for public health and safety.

IV. DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING

A. Develop ability to communicate ideas and feelings effectively.

B. Develop skills in oral and written English.

V. UNDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS

A. Develop loyalty to American democratic ideals.

B. Develop patriotism and loyalty to ideas of democracy.

C. Develop knowledge and appreciation of the rights and privileges in our democracy.

D. Develop an understanding of our American heritage.

VI. LEARN HOW TO EXAMINE AND USE INFORMATION

A. Develop ability to examine constructively and creatively.

B. Develop ability to use scientific methods.

C. Develop reasoning abilities.

D. Develop skills to think and proceed logically.

VII. UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING

A. Develop understanding and appreciation of the principles of living in the family group.

B. Develop attitudes leading to acceptance of responsibilities as family members.

C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.

VIII. LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE

A. Develop appreciation and respect for the worth and dignity of individuals.

B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.

C. Develop a cooperative attitude toward living and working with others.

XI APPRECIATE CULTURE AND BEAUTY IN THE WORLD

A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts).

B. Cultivate appreciation for beauty in various forms.

C. Develop creative self-expression through various media (art, music, writing, etc.)

D. Develop special talents in music, art, literature and foreign languages.

XV. GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS

A. Promote self-understanding and self-direction in relation to student's occupational interests.

B. Develop the ability to use information and counseling services related to the selection of a job.

C. Develop a knowledge of specific information about a particular vocation.

XVI. DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH

A. Develop a feeling of student pride in his achievement and progress.

B. Develop self-understanding and self-awareness.

C. Develop the student's feeling of positive self-worth, security, and self-assurance.

VII. DEVELOP GOOD CHARACTER AND SELF-RESPECT

A. Develop moral responsibility and a sound ethical and moral behavior.

B. Develop the student's capacity to discipline himself to work, study, and play constructively.

C. Develop a moral and ethical sense of values, goals, and processes of free society.

D. Develop standards of personal character and ideas.

XVIII. GAIN A GENERAL EDUCATION

A. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.

B. Develop a fund of information and concepts.

C. Develop special interests and abilities.

RECALLED FOR REVISION*

August 1, 19__

Dear Parents of Our Graduates:

As you are aware, one of your offspring was graduated from our high school this June. Since that time it has been brought to our attention that certain insufficiencies are present in our graduates, so we are recalling all students for further education.

We have learned that in the process of the instruction we provided we forgot to install one or more of the following:

--at least one salable skill;
--a comprehensive and utilitarian set of values;
--a readiness for an understanding of the responsiblitites of citizenship.

A recent consumer study consisting of follow-up of our graduates has revealed that many of them have been released with defective parts. Racism and materialism are serious flaws and we have discovered they are a part of the makeup of almost all our products. These defects have been determined to be of such magnitude that the model produced in June is considered highly dangerous and should be removed from circulation as a hazard to the nation.

Some of the equipment which was in the past classified as optional has been reclassified as standard and should be a part of every product of our school. Therefore we plan to equip each graduate with:

--a desire to continue to learn;
--a dedication to solving problems of local, national and international concern;
--several productive ways to use leisure time;
--a committment to the democratic way of life;
--extensive contact with the world outside the school;
--experience in making decisions.

In addition, we found we had inadvertently removed from your child his interest, enthusiasm, motivation, trust, and joy. We are sorry to report that these items have been mislaid and have not been turned in at the school Lost and Found Department. If you will inform us as to the value you place on these qualities, we will reimburse you promptly by check or cash.

As you can see, it is to your interest, and vitally necessary for your safety and the welfare of all, that graduates be returned so that these errors and oversights can be corrected. We admit that it would have been more effective and less costly in time and money to have produced the product correctly in the first place, but we hope you will forgive our error and continue to respect and support your public schools.

Sincerely,

P. Dantie, Principal
*William C. Miller
Deputy Superintendent
Wayne County Int. School District
Detroit, Michigan

PRIORITY RANKING OF GOALS

Goals	Average Score	Rank Order	Level Of Importance
Learn how to be a good citizen			
Learn how to respect and get along with people who think, dress and act differently			
Learn about and try to understand the changes that take place in the world			
Develop skills in reading, writing, speaking, and listening			
Understand and practice democratic ideas and ideals			
Learn how to examine and use information			
Understand and practice the skills of family living			
Learn to respect and get along with people with whom we work and live			
Develop skills to enter a specific field of work			
Learn how to be a good manager of money, property and resources			
Develop a desire for learning now and in the future			
Learn how to use leisure time			
Practice and understand the ideas of health and safety			
Appreciate culture and beauty in the world			
Gain information needed to make job selections			
Develop pride in work and a feeling of self-worth			
Develop good character and self-respect			
Gain a general education			

Phi Delta Kappa, Inc., P. O. Box 789, Bloomington, Indiana 47401 EG Form 10

SESSION FOUR:

PREPARING INSTRUCTIONAL OBJECTIVES

Session Content. Preparing instructional objectives involves defining desired outcomes in measurable terms. As such, the skills necessary to write an instructional objective are also necessary for writing a personal performance objective though considerably less threatening.

Relation to Other Sessions. The skills learned in this session will be useful in writing individual performance objectives in Session Five.

Desired Outcomes.

A. Participants will be able to recognize an instructional objective containing the following four components: target, given what resources, performs what behavior, and how well.

B. Participants will be able to write an instructional objective containing the following four components: target, given what resources, performs what behavior, and how well.

C. Participants will be able to identify "action" words from "non-action" words.

Procedures/Activities.

Most educators and instructors have had considerable experience in preparing instructional objectives. The following is intended to assist those who still may feel uncomfortable in this area. Many excellent resources exist to assist the learner and several of these are listed in the Suggestions for Further Reading section.

1.0 Handout What Do You Really Know About Behavioral Objectives? (H.13.). No discussion necessary.

2.0 Ask the small groups to arrive at a definition for behaviorally stated instructional objectives. Ask each group to report out their findings.

3.0 *Show transparency T-5 . Ask for responses.*

4.0 Show transparency T-6. Ask for responses.

5.0 The instructor may wish to review the role of objectives in the instructional program. The following relationships are suggested.

  5.1 Instructional Programming
  (T-7; H-14)
  5.2 Addressing Individual Needs
    5.2.1 Cognitive
    5.2.2 Learning Rate
    5.2.3 Learning Style
    5.2.4 Other
  5.3 Communications
  (T-8)
  5.4 Assessment
  (T-9; T-10)
  5.5 Higher Levels of Learning
    5.5.1 Cognitive (T-11)
    5.5.2 Affective (T-12)
    5.5.3 Psychomotor (T-13)
  5.6 Ask the participants to suggest other relationships.

6.0 Ask the participants to suggest benefits of behaviorally stated instructional objectives. List on the chalkboard. Ask the participants to suggest limitations of behaviorally stated instructional objectives. List on the chalkboard. Use T-14 and T-15 and compare with lists.

7.0 The instructor may feel the need to review the basic elements of a behavioral objective. Handouts H-15 and H-16 and Transparencies T-16 through T-22 can be used to review the four components of: Who; Does What; How Well; Given What. Activities are inherent in the transparencies. Ask the participants to compare their definition (2.0) with these four components. Note: these transparencies are taken from more a more comprehensive training package from Behavioral Products cited in the Suggestions for Further Reading section of this session.

8.0 Handout H-17.

SUGGESTIONS FOR FURTHER READING. The following are in addition to H-17.

a. Objectives: What and How to Write Them, Donald Kase, Croft Educational Services, 100 Garfield Ave., New London, Ct. 06320.

b A Programmed Course for the Writing of Performance Objectives, PDK Inc., P.O. Box 789 Bloomington, Indiana 47401.

c. Individualized Instruction Handbook, Evans Newton, Inc. P.O. Box 247, Westfield, N.J. 07091.

d. Behavioral Products, 4857-B Far Hills Ave. Kettering, Ohio 45429

e. Vimcet Associates, P.O. Box 24714, Los Angeles, California 90024.

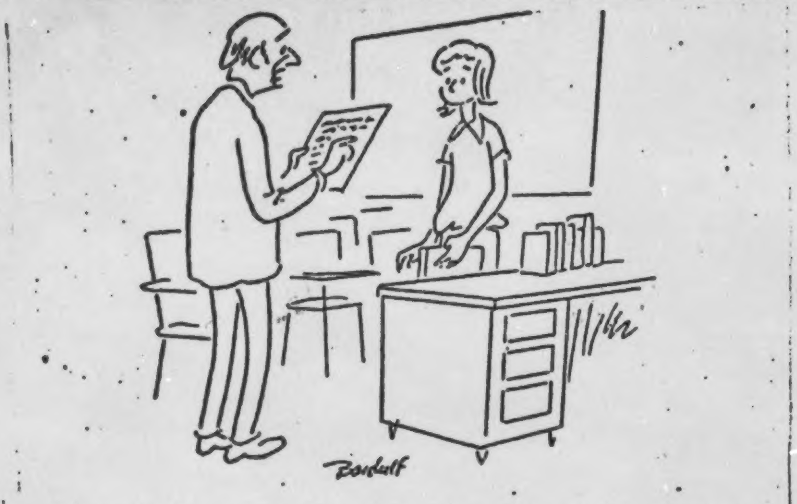
ASSIGNMENTS FOR OTHER SESSIONS.

Read in preparation for Session Five.

a. Stufflebeam on "Teacher Evaluation" (H-18)

b. Evaluating Teachers (H-19)

c. Performance as a Basis for School Objectives (H-20)



"Oscar, I do not consider 'beating some sense into their stubborn little heads' an acceptable behavioral objective."

WHAT DO YOU REALLY KNOW ABOUT BEHAVIORAL OBJECTIVES?

In this age of performance or competency-based education and accountability, the term behavioral objectives is frequently encountered. What do you really know about behavioral objectives? Below is a test designed to measure precisely the extent to which both advocated and critics have grasped the concept of behavioral objectives. Place true or false on the line to the left of each item.

________ 1. If probed with a sharp object, behavioral objectives bleed.

________ 2. The first streaker to be arrested for indecent exposure was actually a behavioral objective in disguise.

________ 3. When covered with milk, behavioral objectives go "snap." "crackle," and "pop."

________ 4. Behavioral objectives can leap over tall buildings and stop runaway trains.

________ 5. When used according to directions, behavioral objectives can be used to clear a clogged drain.

________ 6. Behavioral objectives force teachers (especially college teachers) to emphasize trivial, easy-to-measure learnings.

________ 7. Behavioral objectives physically restrain teachers (especially college teachers) when they wish to take advantage of unexpected "teachable moments."

________ 8. By lobbying effectively in state legislatures, behavioral objectives are hastening the day when accountability will become a way of life for teachers.

________ 9. A behavioral objective is a lifeless, powerless statement, usually found on paper, which reflects the ability and creativity of its maker.

________ 10. Behavioral objectives are simply one small component of an approach to education that is available for use by any teacher who is interested in continually improving his instruction.

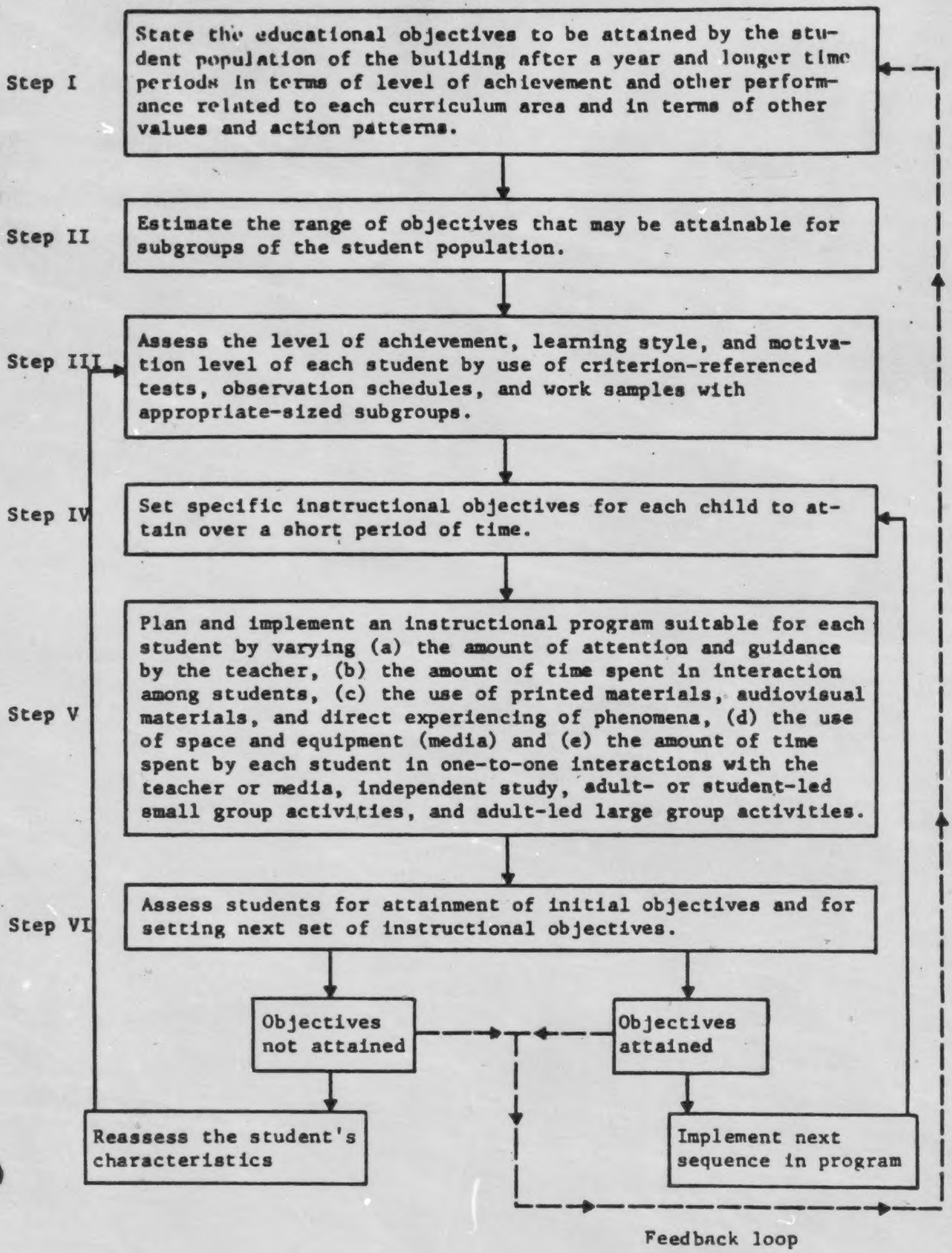
Correct Responses

If you are an advocate of behavioral objectives, you should have marked items 1-8 false and items 9 and 10 true.

If you are a critic of behavioral objectives, you should have marked items 1, 2,4,5,6, and 8 true and items 3,5,9 and 10 false. It is not likely, but possible according to your way of thinking, that item 2 is true. To show how humanistic the author-expert is, you may count item 2 true.

Phi Delta Kappan, December 1975

Instructional Programing Model



Step I — State the educational objectives to be attained by the student population of the building after a year and longer time periods in terms of level of achievement and other performance related to each curriculum area and in terms of other values and action patterns.

Step II — Estimate the range of objectives that may be attainable for subgroups of the student population.

Step III — Assess the level of achievement, learning style, and motivation level of each student by use of criterion-referenced tests, observation schedules, and work samples with appropriate-sized subgroups.

Step IV — Set specific instructional objectives for each child to attain over a short period of time.

Step V — Plan and implement an instructional program suitable for each student by varying (a) the amount of attention and guidance by the teacher, (b) the amount of time spent in interaction among students, (c) the use of printed materials, audiovisual materials, and direct experiencing of phenomena, (d) the use of space and equipment (media) and (e) the amount of time spent by each student in one-to-one interactions with the teacher or media, independent study, adult- or student-led small group activities, and adult-led large group activities.

Step VI — Assess students for attainment of initial objectives and for setting next set of instructional objectives.

Objectives not attained
Objectives attained
Reassess the student's characteristics
Implement next sequence in program
Feedback loop

*Reprinted from H. J. Klausmeier, M. R. Quilling, J. S. Sorenson, R. S. Way, and G. R. Glasrud, Individually Guided Education and the Multiunit Elementary School: Guidelines for Implementation. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1971.

ESSENTIAL ELEMENTS OF A BEHAVIORAL OBJECTIVE

A BEHAVIORAL OBJECTIVE MUST TELL:

WHO	(THAT'S EASY! THE LEARNER, STUDENT, BILLY, THE CLASS, GROUP B, ETC.)
DOES WHAT	(WHAT SPECIFIC BEHAVIOR)
HOW WELL	(WHAT CRITERIA, HOW MANY RIGHT, HOW MANY TIMES, WITHIN WHAT TIME, ETC.)
GIVEN WHAT	(OR UNDER WHAT CONDITIONS)

WHO, GIVEN WHAT, DOES WHAT, HOW WELL

All performance objectives should be written to include action verbs which can be evaluated in observable terms. The following list contains a ready sampling of both:

Words Open to Many Interpretations (Non-action Words)	Words Open to Fewer Interpretations (Action Words)
to know	to list
to appreciate	to write
to understand	to compare
to comprehend	to select
to learn	to identify
to like	to compose
to value	to contrast
to believe	to solve
to enjoy	to differentiate

BEHAVIORAL OBJECTIVES-SUGGESTED READINGS AND SOURCES H-17

Armstrong, Robert J., Kramer, Robert E., Cornell, Terry D., Robertson, E. Wayne, Developing and Writing Behavioral Objectives, Tucson, Arizona: Educational Innovators Press, Inc., 1968.

Bloom, Benjamin S., and others. Taxonomy of Educational Objective: The Classification of Educational Goals. Handbook I: Cognitive Domain, New York: Longmans, Green and Co., 1956.

Eisner, Elliott W. Instructional and Expressive Educational Objectives: Their Formulation and Use in Curriculum, 1967. Paper available through ERIC ED 028838.

Flanagan, John C., William M. Snanner, and Robert F. Mager. Behavioral Objectives. Science, Social Studies, Mathematics, Language Arts: A Guide to Individualizing Learning: Primary, Intermediate, Secondary. Palo Alto, California: Westinghouse Learning Press, 1971.

Hernandex, David E., Writing Behavioral Objectives. New York: Barnes and Noble, Inc. 1971.

IOX, The Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024. Collections of objectives and measurements in many different subject matters are available for a nominal charge.

Johnson, Stuart R. and Rita B. Johnson. Developing Individualized Instructional Material: A self-instructional material in itself. Palo Alto, California: Westinghouse Learning Press, 1970.

Krathwohl, David R. Stating Objectives Appropriately for Program, for Curricular and for Instructional Materials Development. Journal of Teacher Eductiion, 1965, 16, 83-92.

Krathwohl, David, R. et. al., Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: David McKay Company, Inc. 1956.

Mager, Robert F., Preparing Instructional Objectives, Palo Alto, California: Fearon Publishers, 1962.

Plowman, Paul, Behavioral Objectives and Teacher Success, Behavioral Objectives Extension Service Unit One, Chicago, Illinois: Science Research Associates, Inc., 1968.

Wick, John W., The What, Way, and How of Behavioral Objectives, Croft Teachers Professional Development Service, Professional Report Number Four, New London, Connecticut: Croft Educational Services, Inc.

EVALUATING TEACHERS

TEACHERS SHOULD NOT be evaluated on the basis of student performance, says one of the country's leading experts on educational evaluation, "because we have [illegible] evidence linking learning directly with instruction." Daniel Stufflebeam, director of the evaluation center and professor of education at Western Michigan U., says the popular trend of imposing minimum student performance standards on teachers is "nonsense--especially for inner city teachers." Nor does he like the other popular idea of looking simply to "process variables" for evaluation--that is, were the students exposed to certain steps which make up what presumably is an educational process?

As an alternative, Stufflebeam suggests that teachers and administrators negotiate mutual responsibilities and sum up the results at the end of a year. In large schools, teachers might be divided into three groups with all teachers covered during a three-year cycle. Stufflebeam presented his ideas, drawn from more than 10 years of experience in evaluation, at a recent education conference at Northwestern U. Many current evaluation efforts falter, he emphasized, because they fail to recognize that any single evaluation program has a number of constituencies. The program must be salable to all or most of them if it is to be capable of implementing and producing meaningful results. For example, Stufflebeam believes that if teachers see evaluation as a prospective punishment hanging over their heads, the evaluation probably will not be carried out properly and the results are likely to be inaccurate.

Evaluation should help educators bridge the communications breakdown between themselves and the public, Stufflebeam says, but this won't happen unless educators realize that evaluation problems fall into a broad range of categories. There are at least six, he says, which must receive attention:
[illegible] conceptual problems (such as getting agreement on what evaluation is, its purposes, etc.);
2) social and political problems (for example, ways to make the findings credible);
3) contractual and legal problems (what to put in the contract with an outside evaluator);
4) administrative and organizational problems (to whom, for example, shall the evaluator report?);
5) technical problems (getting appropriate measuring instruments, for instance);and
6) moral and ethical problems (should the evaluator be "objective" or should he try to make some judgements in his reports?).
In addition, Stufflebeam stresses the importance of planning ahead in time to prepare different reports for different audiences.

Abstracted from
Education U.S.A.

WHO KNOWS WHAT TO TEACH TEACHERS OR HOW TO JUDGE THEM?

Millions of dollars and untold effort are being spent in setting up Performance Based Teacher Education programs when even the experts aren't sure what teachers should be doing to help their pupils learn better, say three of the nation's top teacher-watchers.

"The possibility that all this effort may be wasted is a real one", warn Donald M. Medley and Robert and Ruth Soar in the latest and one of the most sensible of a long series of papers on PBTE for the American Association of Colleges for Teacher Education.

"A critic of educational research observed some years ago that virtually all the research on teacher effectiveness could be summarized by one general conclusion - nothing makes any difference. We are not as pessimistic as that, but must agree that we do not know very much and that some portion of what we 'know' may not be true," write Medley and the Soars, all serious researchers who have long been engaged in classroom observation of teacher performance.

Don't Judge A Teacher By Pupil Scores

Teachers everywhere will be grateful for the convincing explanation of why you can't evaluate an individual teacher by how well his or her students score on tests. This is one of the touchiest issues in the accountability movement, with critics outside the teaching profession often contending that student scores are the only true test of teaching ability. Medley et al dispose of this idea at the outset of their monograph.

"Short-term teacher tests seem likely to measure something more like coaching or cramming skill than teacher effectiveness as usually conceived," the authors explain. "In any case, their validity as predictors of overall effectiveness must be empirically demonstrated before their use is justified.

If you use standardized achievement tests to measure long-term pupil gains as a basis for teacher evaluation, you still run into problems of "teaching to the test" which are likely to destroy the validity of the test as a measure of teaching effectiveness. Evaluation of teachers based on mean gains of pupils "is likely to identify as most competent a type of teacher nobody wants."

"The general problem is that attempts to evaluate teachers on the basis of pupils' test performance tend to focus the teaching too narrowly on the specifics measured by the test," they contend.

And That's Not All ... In addition to skepticism about the validity of such teacher measures, the authors point to serious problems with their reliability. Suppose, now, that each teacher to be assessed is required to teach a certain unit to one class of pupils and that his effectiveness with that class has been ascertained. How reliable is such a score? Its measure of stability could be estimated by having each of the teachers teach not just one but two classes regarded as randomly drawn from the total population of pupils and correlating the two sets of mean gain scores."

A little work has actually been done on just such questions of stability, and although the data are sparse they are surprisingly consistent, say the authors. What they imply is that "if we use the mean gains of one class of pupils taught by a teacher as a measure of teacher effectiveness, our 'teaching test' may be expected to have a reliability coefficient of about .3. This means that more than 90 percent of the variance in such scores must be attributed to unknown influences -- to chance. The competence of the teacher assessed accounts for less than one-tenth of the variance. Not a very good basis for program decisions!"

"Most textbooks in tests and measurements recommend that the minimum reliability for a test to be used to measure individuals should be .90 or .95. To achieve this standard, we would have to test each teacher in at least 20 different classes in order to obtain a measure of minimally acceptable reliability (.90) with a teaching test -- a procedure which is out of the question."

Use Pupil Outcomes to Measure Teacher Behavior, Not Teachers Students scores should be used, however, to decide whether programs that encourage teachers to act in certain ways in the classroom are effective or not. "It would be reasonable to ask at this point, "Why is it undesirable to use pupil measures to evaluate the teacher, but necessary to use them to validate teacher behaviors?"

The two activities have a number of basic differences, explains the authors. In program validation, for example, it's not necessary to have pupil gain measures for every teacher in every program. "Such measures are needed only for samples large enough to enable us to learn and verify relationships between teacher behavior and pupil gain. The considerable amounts of error in the measurement process do not spuriously injure or benefit individual teachers; they only weaken the relationships found between measures. Greater time and resources may be given to collecting measures and analyzing relations between them in program validation, which needs to be done only once, than in evaluating teachers, which must be done over and over again. These differences make program validation by pupil outcomes feasible, even though teacher evaluation by pupil outcomes is not."

Perils of Program Development Although Medley and the Soars are all for plunging ahead with program development on the basis of what we know today, they can't resist pointing out the risks involved because of this weakness of current theory. Two popular and quite different innovations, behavior modification and "open classrooms" provide a good example.

In fact, some research seems to indicate that extreme amounts of teacher control -- either high, as in behavior modification, or low, as in open classrooms -- may have adverse effects. Using four sets of data, the researchers found that there appears to be an optimal amount of teacher control for a given achievement measure, and it's ususally not at either extreme. The same result shows up for self-concept and several personality measures, they said. These are the kind of relationships that should be considered in deciding the skills teachers need, they add.

The Challenge "As hard as it has been in the history of educational research to show that anything teachers do makes a difference for pupils, it seems critical to begin early in this whole sequence to find out whether what we are going to considerable time, trouble, and expense to train teachers to do makes a difference to the pupils these teachers ultimately teach. The public and the legislators will want to know and they have a right to know. They are going to want evidence that what our teachers do leads to more growth by pupils and that we, in our programs, can produce the kinds of teacher behaviors which in turn produce more growth in pupils."

Taken From
Education Daily August 7, 1975

PERFORMANCE
AS A BASIS FOR SCHOOL OBJECTIVES

by James F. Baker

"Then he who is to be a really good and noble guardian of the State will require to unite in himself philosophy and spirit and swiftness and strength?"

"Undoubtedly."

"Then We have found the desired natures; and now that we have found them, how are they to be reared and educated?"

"The Republic II, " Dialogues of Plato

In just 2,000 years professional educators have moved from asking rhetorical questions about how to educate young to designing behavioral performance objectives. These objectives constitute a written statement of the specific, measurable results which are to be accomplished, by when, and by whom.

Illinois State Superintendent Bakalis has directed boards of education in Guidelines for Local District Educational Planning to focus on student goals and system goals. He then suggests that student goals be developed first since students are "what it's all about."

Board members should realize there really are no differences between student goals and system goals. All goals for schools are ultimately student oriented through the efficient and effective utilization of the system itself.

The designers of these guidelines failed to understand this basic premise in designing a philosophy for educating the young. However, the categories of student and system goals will not hamper your efforts if the direction of your system goals is generally toward the development of students rather than the system.

Superintendent Bakalis' challenge to reorder "our priorities to achieve not only an equalization of education opportunity, but also a new level of educational quality"[1] should be a welcome change for all school board members. The Office of the Superintendent of Public Instruction is obviously shifting its involvement with school districts from accreditationand evaluation devices, which count physical plant adequacies and numbers of counselors, to an active role in helping schools attempt to close the gap between what they are and what they hope to be. This particular approach has been followed by the North Central Association of Secondary Schools and Colleges and other accrediting organizations for many years.

There is also basic merit in the OSPI's position that boards of education and the school staffs should involve community input wherever possible. But it will be the vested interest groups which bring their demands and requests to the table. Those of the "silent majority" rarely are committed enough to take a stand. School boards and administrative staffs should be aware of this phenomenon.

James F. Baker is a frequent contributor to the Journal on topics related to school management and curriculum development.

When you begin to evaluate your performance objective statements, remember that it is the judgment of many professionals that the school house does not affect or even train its students at the general level expected of them. In other words, the public generally thinks schools can do more than what they have done.

Boards of education should first openly discuss the following generally accepted statements about educational objectives:

1) There are no universally accepted definitions of what a good objective must be.
2) A historical perspective won't really help. From media services, pupil personnel services and exceptional children.

The scarcity of financial resources and other constraints do not permit districts to do everything they desire. And, of course, it is unreasonable to ask schools to do what is impossible. But perhaps the most obvious advantages of program planning is the impact it can have on the budgetary process - on the allocation of resources. Look at how a school district is spending your money, and you will see what it thinks is important and unimportant. Program planning will compel schools to make such distinctions-to de-emphasize and in some instances phase out altogether programs which are either an unaffordable luxury or unimportant in relation to the total educational program.

These recognition standards will be continuously evaluated and changed as circumstances warrant. However, my administration will remain steadfast on three points: 1) there will be new recognition standards; 2) the submission of program plans will be required; and 3) the community must be involved in the planning process.

The new recognition standards, which go into effect in 1973, represent a significant and long overdue departure from past and present practices. We are only asking districts to tell us where they are going educationally, how they intend to get there, and how the state can be of assistance to them. And we believe it is reasonable to expect school districts to engage in planning which may result in improved student performance and a more sensible utilization of financial resources.

Taken From
The Illinois School Board Journal
May-June 1973

T-5

WHAT DO YOU THINK OF THESE OBJECTIVES FOR YOU?

1. THE LEARNER KNOWS HOW TO WRITE OBJECTIVES.
2. CAN UNDERSTAND BEHAVIORAL OBJECTIVES.
3. UNDERSTANDS THE USE OF BEHAVIORAL OBJECTIVES.
4. THE LEARNER WILL DEVELOP AN APPRECIATION FOR BEHAVIORAL OBJECTIVES.

T-6

WHAT ABOUT THESE BEHAVIORAL OBJECTIVES?

1. THE LEARNER, WHEN ASKED, CAN WRITE THE FOUR ESSENTIAL ELEMENTS OF A BEHAVIORAL OBJECTIVE.

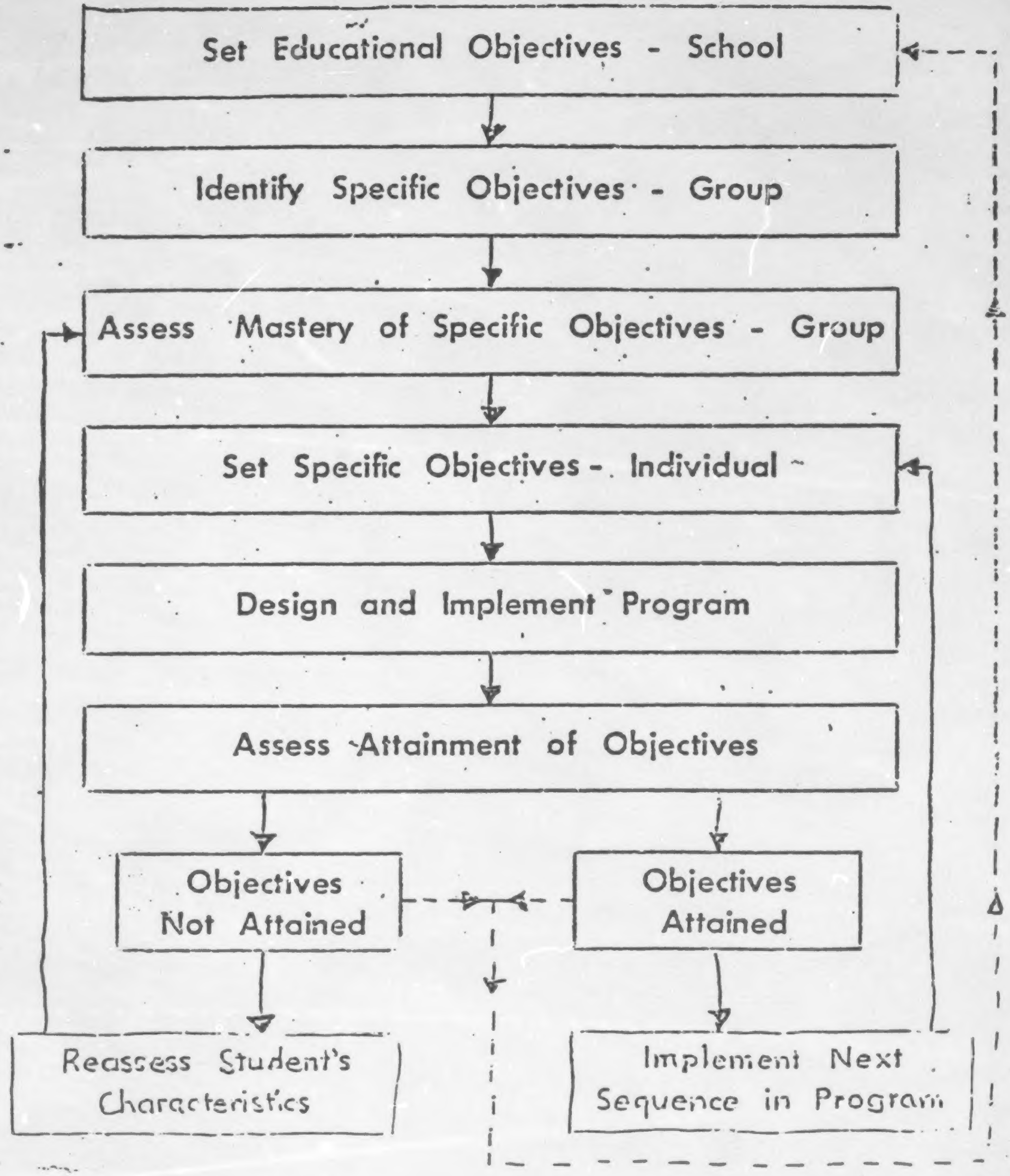
2. THE PARTICIPANT, GIVEN 6 OBJECTIVES, CAN DIFFERENTIATE BETWEEN BEHAVIORAL AND NON-BEHAVIORAL OBJECTIVES WITH 100% ACCURACY.

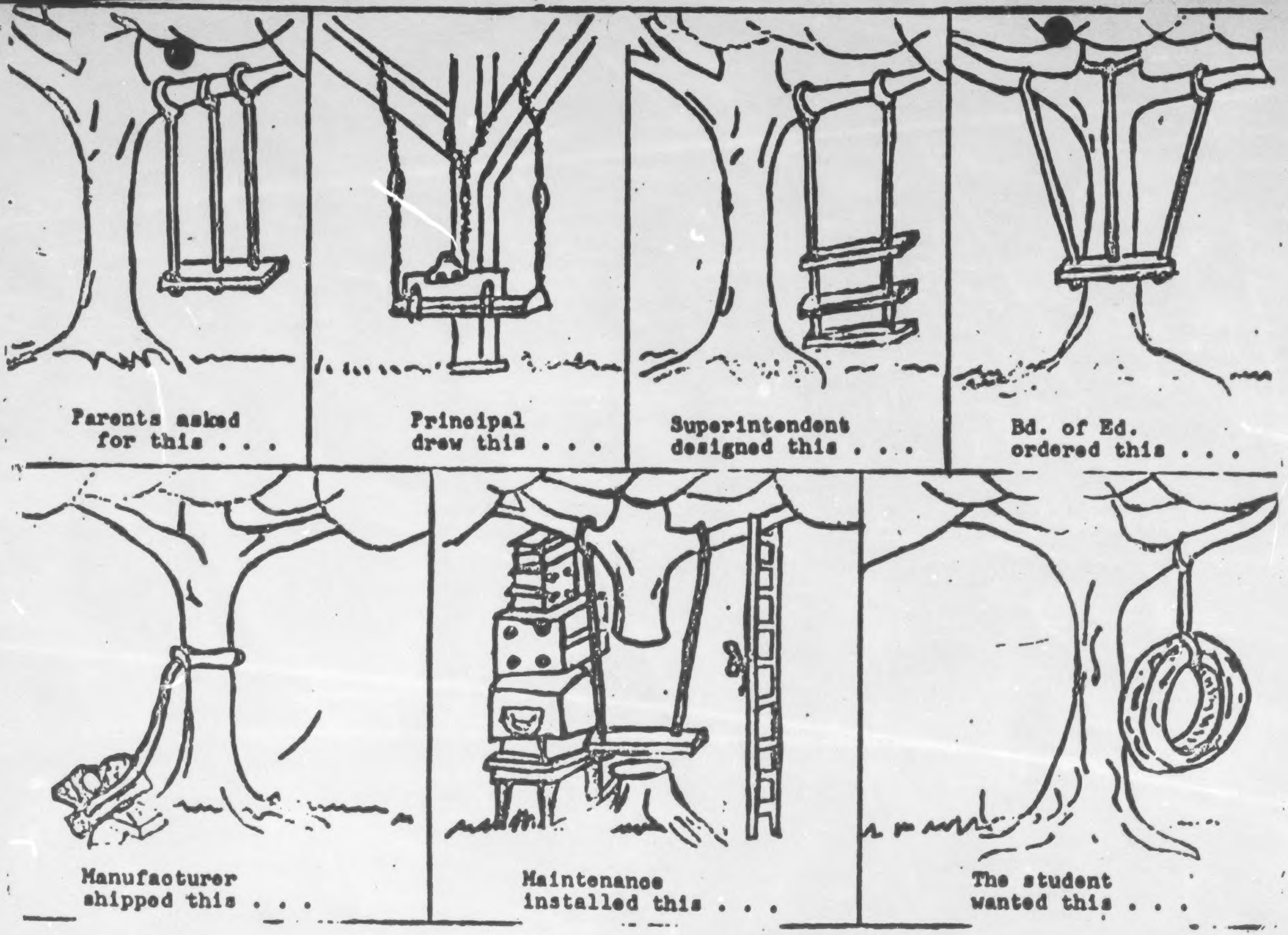
3. GIVEN A SET OF 5 FAULTY BEHAVIORAL OBJECTIVES, THE LEARNER CAN STATE WHICH ELEMENTS ARE MISSING OR INCOMPLETE IN EACH OBJECTIVE.

4. GIVEN A SET OF 3 BEHAVIORAL OBJECTIVES AND POSSIBLE METHODS OF ASSESSING EACH, THE LEARNER CAN SELECT WITHOUT ERROR THE APPROPRIATE METHOD OF ASSESSING EACH BEHAVIORAL OBJECTIVE.

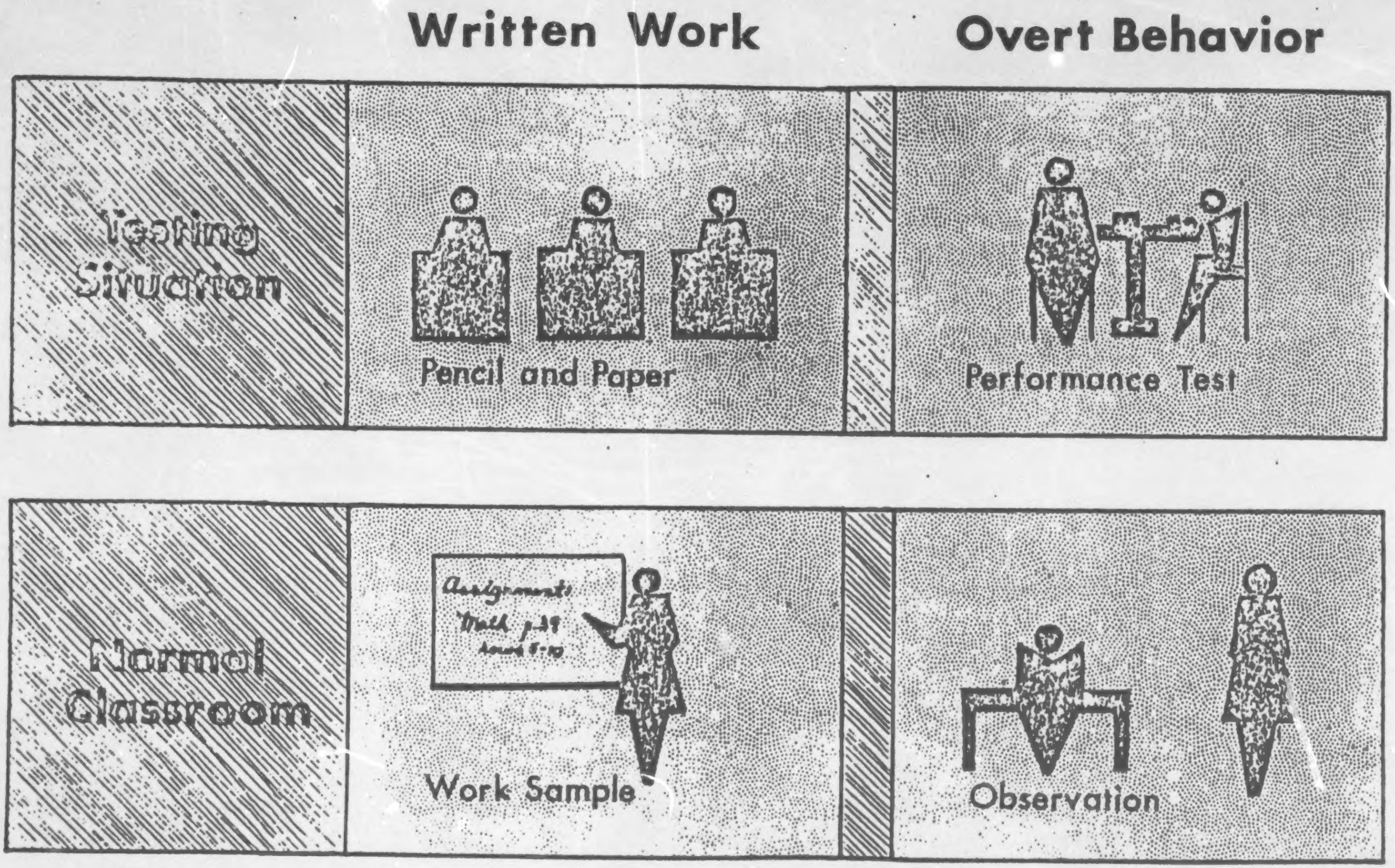
5. GIVEN A BROAD GOAL, THE STUDENT CAN WRITE TWO BEHAVIORAL OBJECTIVES FOR THAT GOAL. EACH OBJECTIVE MUST CONTAIN THE FOUR ESSENTIAL ELEMENTS.

Programing Model in IGE


Set Educational Objectives - School
Identify Specific Objectives - Group
Assess Mastery of Specific Objectives - Group
Set Specific Objectives - Individual
Design and Implement Program
Assess Attainment of Objectives
Objectives Not Attained
Objectives Attained
Reassess Student's Characteristics
Implement Next Sequence in Program


Parents asked for this . . .
Principal drew this . . .
Superintendent designed this . . .
Bd. of Ed. ordered this . . .
Manufacturer shipped this . . .
Maintenance installed this . . .
The student wanted this . . .

T-9


Written Work
Overt Behavior
Testing Situation
Pencil and Paper
Performance Test
Normal Classroom
Assignments
Math p.39
Work Sample
Observation

T-10

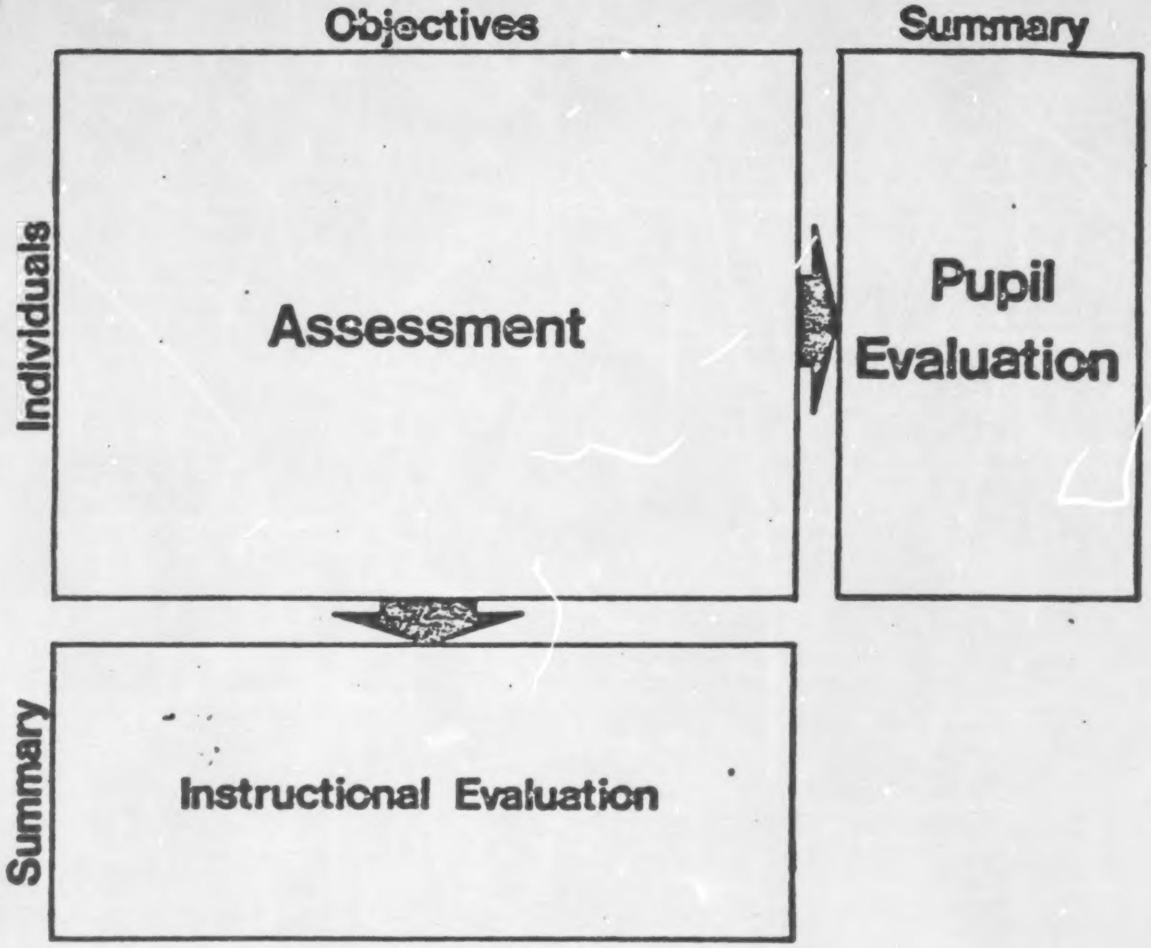

Objectives
Summary
Individuals
Assessment
Pupil Evaluation
Summary
Instructional Evaluation

Fig. 4.5. Relationship between assessment and two kinds of evaluation in IGE.

FIGURE 7

COGNITIVE DOMAIN

Action Levels of Cognitive Behavior

I. KNOWING
- A. Bringing to mind the appropriate material
- B. Behavioral Tasks
  - 1. Defining
  - 2. Recalling
  - 3. Listing
  - 4. Recognizing

Requires Knowledge

II. COMPREHENDING
- A. Understanding (*grasping the meaning of*) what is being communicated and making use of the idea without relating it to other ideas or material and without seeing the fullest meaning
- B. Behavioral Tasks
  - 1. Stating in own words
  - 2. Giving an example of
  - 3. Illustrating
  - 4. Describing

Requires Comprehension
Requires Knowledge

III. APPLYING
- A. Using ideas, principles and theories in new, particular and concrete situations
- B. Behavioral Tasks
  - 1. Choosing appropriate procedures
  - 2. Applying a principle
  - 3. Using an approach
  - 4. Identifying the selection . . .

Requires Application
Requires Comprehension
Requires Knowledge

IV. ANALYZING
- A. Breaking down a communication (*rendered in any form*) into constituent parts in order to make organization of the whole clear
- Tasks
  - 1. Identifying
  - 2. Discriminating
  - 3. Discovering
  - 4. Detecting

Requires Analysis
Requires Application
Requires Comprehension
Requires Knowledge

V. SYNTHESIZING
- A. Putting together parts and elements into a unified organization or whole
- B. Behavioral Tasks
  - 1. Creating
  - 2. Developing Tasks
  - 3. Writing
  - 4. Designing

Requires Synthesis
Requires Analysis
Requires Application
Requires Comprehension
Requires Knowledge

VI. EVALUATING
- A. Judging the value of ideas, procedures, methods, using appropriate criteria
- B. Behavioral Tasks
  - 1. Comparing
  - 2. Judging & Suggesting
  - 3. Determining the best
  - 4. Applying criteria

T-12

FIGURE 5

AFFECTIVE DOMAIN

Action Levels of Affective Behavior

I. RECEIVING
  - A. Attending; becomes aware of an idea, process or thing, is willing to notice a particular phenomenon.
  - B. Behavioral Tasks
    - 1. Acknowledging
    - 2. Paying attention to
    - 3. Showing awareness
    - 4. Appreciating

II. RESPONDING
  - A. Reacting—at first with compliance—later willingly and with satisfaction
  - B. Behavioral Tasks
    - 1. Complying with
    - 2. Enjoying
    - 3. Is willing to
    - 4. Accepting responsibility

Requires Receiving

III. VALUING
  - A. Accenting worth of a thing, an idea or behavior; prefers; consistent; is responding; developing a commitment
  - B. Behavioral Tasks
    - 1. Choosing from
    - 2. Preferring
    - 3. Committing to
    - 4. Desiring to

Requires Response
Requires Receiving

IV. ORGANIZING
  - A. Arranging values; determining interrelationships; adapting behavior to value system
  - B. Behavioral Tasks
    - 1. Judging values
    - 2. Weighing alternatives
    - 3. Forming estimates
    - 4. Pronouncing after inquiry

Requires Development of Values
Requires Response
Requires Receiving

V. CHARACTERIZING
  - A. Generalizing certain values into controlling tendencies; emphasis on internal consistency; later integrates these into a total philosophy of life
  - B. Behavioral Tasks
    - 1. Asking who am I
    - 2. Asking what am I
    - 3. Asking what do I stand for
    - 4. Asking how do I act . . .

Requires Organization of Values
Requires Development of Values
Requires Response
Requires Receiving

Adapted by Dayton Y. Roberts from Bloom's *Taxonomy of Educational Objectives*

FIGURE 6

PSYCHOMOTOR DOMAIN

Action Levels of Psychomotor Behavior

I. Readiness	II. Observing	III. Imitating	IV. Practicing	V. Adapting
A. Willingness to respond; involves mental, physical and emotional state of being	A. Watching process, paying attention to steps or techniques and to finished product or behavior; directions may be read	A. Following directions; carrying out steps with conscious awareness of efforts; frequently performing hesitantly	A. Repeating steps until some or all aspects of process become habitual, requiring little conscious effort; performing smoothly	A. Making individual modifications and adaptations in the process to suit the person and/or the situation
B. Behavioral Tasks 1. Being able to 2. Being ready to 3. Being aware of	B. Behavioral Tasks 1. Observing 2. Watching 3. Reading about	B. Behavioral Tasks 1. Imitating 2. Practicing 3. Patterning	B. Behavioral Tasks 1. Repeating 2. Making a habit of 3. Habitually performing	B. Behavioral Tasks 1. Managing 2. Working successfully with 3. Creatively developing
	Requires Readiness	*Requires Observing* *Requires Readiness*	*Requires Imitating* *Requires Observing* *Requires Readiness*	*Requires Practicing* *Requires Imitating* *Requires Observing* *Requires Readiness*

Adapted by Dayton Y. Roberts

T-14

BEHAVIORAL OBJECTIVES

BENEFITS

-- set clearly defined goals for teachers and pupils

-- break broad areas into manageable bits

-- permit sequences and/or heirarchies to be worked out

-- facilitate evaluation

-- aid in selection and organization of instructional materials

-- play role in teacher training

82

83

-- clarify roles of research and planning

BEHAVIORAL OBJECTIVES

LIMITATIONS

- --process of schooling amounts to more than mastering content

-- individuals organize content in different ways

-- may cause overemphasis on skills
  -- at expense of generalizations

-- certain content may be neglected

-- objectives may be out of touch with objectives of the classroom

-- unanticipated outcomes may be important

ESSENTIAL ELEMENTS OF A BEHAVIORAL OBJECTIVE

A BEHAVIORAL OBJECTIVE MUST TELL:

WHO	(THAT'S EASY! THE LEARNER, STUDENT, BILLY, THE CLASS, GROUP B, ETC.)
DOES WHAT	(WHAT SPECIFIC BEHAVIOR)
HOW WELL	(WHAT CRITERIA, HOW MANY RIGHT, HOW MANY TIMES, WITHIN WHAT TIME, ETC.)
GIVEN WHAT	(OR UNDER WHAT CONDITIONS)

WHO, GIVEN WHAT, DOES WHAT, HOW WELL

WHO

ONE PERSON
- THE LEARNER OR THE STUDENT
- ROBERTA
- MISS SMITH
- THE PRINCIPAL

A GROUP
- THE CLASS
- GROUP C
- SHARI, MAX, STACY, AND JIM

DOES WHAT

DO THESE OBJECTIVES TELL WHAT THE LEARNER DOES?

1. THE LEARNER UNDERSTANDS HOW POLLUTION DAMAGES RIVERS.
2. THE LEARNER CAN STATE THREE WAYS POLLUTION DAMAGES RIVERS.
3. THE LEARNER KNOWS HIS FELLOW STUDENTS.
4. THE LEARNER CAN PIN THE CORRECT NAME TAG ON EACH OF HIS FELLOW STUDENTS.
5. THE LEARNER ENJOYS READING BOOKS ABOUT THE VINEGAR WAR.
6. GIVEN 10 OBJECTIVES, THE PARTICIPANT CAN DIFFERENTIATE BETWEEN BEHAVIORAL AND NON-BEHAVIORAL OBJECTIVES WITH 90% ACCURACY.
7. GIVEN THE RHYMING PATTERN OF A LIMERICK, THE STUDENT CAN CONSTRUCT AN ORIGINAL LIMERICK. THE LIMERICK WILL HAVE THE CORRECT RHYMING PATTERN.

T-17

DOES WHAT

VAGUE WORDS-----NON-BEHAVIORAL

UNDERSTAND
KNOW
LIKE
BE FAMILIAR WITH
BELIEVE

BE AWARE OF
ENJOY
KNOW IMPORTANCE OF
TO HAVE CONFIDENCE IN
APPRECIATE

SPECIFIC WORDS-----BEHAVIORAL

COMPARE
COMBINE
COLLECT
RANK
WRITE
STATE
SPELL
CLIMB
IDENTIFY
DIFFERENTIATE

THROW
BLEND
SOLVE
PLOT
DISSECT
CALIBRATE
CATEGORIZE
RECONSTRUCT
DEFEND
DRAW

GIVEN WHAT

DO THESE OBJECTIVES STATE UNDER WHAT CONDITIONS THE LEARNER IS TO PERFORM?

1. THE STUDENT WILL BE ABLE TO LOCATE THE STATES OF ARIZONA, MONTANA, OHIO, AND GEORGIA.
2. GIVEN A UNITED STATES MAP THAT HAS STATE OUTLINES BUT NOT STATE NAMES, THE LEARNER CAN LOCATE WITHOUT ERROR THE STATES OF CALIFORNIA, INDIANA, OREGON, AND NEW YORK.
3. THE LEARNER CAN ASCERTAIN THE WEIGHT OF SELECTED STUDENTS IN HIS CLASS.
4. GIVEN A STANDARD BALANCE BEAM SCALE, THE LEARNER CAN USE IT TO ASCERTAIN THE WEIGHT OF 5 RANDOMLY SELECTED STUDENTS. EACH STUDENT'S WEIGHT MUST BE ACCURATE WITHIN 2 POUNDS.
5. UPON COMPLETING A WRITTEN CONTRACT IN LITERATURE CLASS, THE STUDENT WILL PRESENT A NEW PROPOSED CONTRACT TO THE TEACHER WITHIN 3 CLASS DAYS.
6. WHEN WORKING ON EXPERIMENTS IN THE CHEMISTRY LAB, THE STUDENT WILL WEAR PROTECTIVE GOGGLES AT ALL TIMES.
7. WHEN ASKED, THE STUDENT CAN STATE HIS SOCIAL SECURITY NUMBER WITH NO ERRORS.

T-21

HOW WELL

A BEHAVIORAL OBJECTIVE MUST SPECIFY THE CRITERIA FOR AN ACCEPTABLE PERFORMANCE.

NUMBER OF TIMES

PER CENT SUCCESSFUL

TIME ALLOTTED

NUMBER OF CONSECUTIVE TIMES

SPECIFIC CHARACTERISTICS TO BE INCLUDED

SPECIFIC RATING SCALES OR CHECKLISTS

HOW WELL

1. GIVEN A THESAURUS AND A LIST OF VERBS, LORADA CAN LOCATE SYNONYMS FOR THE VERBS.

2. GIVEN UNITED STATES CENSUS DATA FOR 100 YEARS, THE LEARNER CAN GRAPH THE POPULATION GROWTH.

3. GIVEN 15 FREE THROWS, THE STUDENT CAN MAKE 10 OF THEM.

4. GIVEN A SOIL SAMPLE AND SOIL ANALYSIS KIT, THE STUDENT CAN DETERMINE THE NITROGEN CONTENT OF THE SOIL WITHIN .5%.

5. DURING HISTORY CLASS, RALPH WILL PARTICIPATE IN THE CLASS DISCUSSION BY MAKING THREE SELF INITIATED COMMENTS. THE COMMENTS MUST PERTAIN TO THE SUBJECT UNDER DISCUSSION.

6. GIVEN THE OPPORTUNITY, THE LEARNER CAN WRITE A COMPOSITION COMPARING AND CONTRASTING THE ECONOMIC CONDITIONS IN THE UNITED STATES PRIOR TO WORLD WARS I AND II. TO BE CONSIDERED ACCEPTABLE THE LEARNER MUST COMPARE AND CONTRAST CONDITIONS IN AGRICULTURE, THE STEEL INDUSTRY, THE TEXTILE INDUSTRY, AND UNEMPLOYMENT.

SESSION FIVE:

WRITING PERFORMANCE OBJECTIVES

SESSION CONTENT. PA.278 indicates that performance defined by mutually set objectives be the basis for staff evaluation. The ability to define this performance expectation with action plans and evaluative criteria is critical to the process.

RELATION TO OTHER SESSIONS. The performance objectives written as a result of these sessions will be used in the session on goal-setting simulations.

DESIRED OUTCOMES. Note: This writer chooses to not be involved in the discussion of whether a job target is a goal or objective. If it defines what the supervisee is expected to do then this is not a relevant issue. To avoid this debate, the term "target" will be used to represent this performance expectation.

A. Participants will discuss the purpose(s) and value(s) of job targets.
B. Participants will discuss the elements to be included in a job target.
C. Participants will discuss the characteristics of an effective teacher.
D. Participants will discuss the guidelines for writing job targets.
E. Participants will review several formats used for writing and presenting targets.

PROCEDURES/ACTIVITIES.

1.0 Handout H-21 Characteristics of an Effective Teacher. Ask participants to add to this list. Record their suggestions (note: only record suggestions in which there is general agreement from the group).

1.1 Ask each participant to independently rank these characteristics choosing the top three and bottom three.

1.2 The participants should share their responses in their small groups and reach consensus (a simple majority can be used if consensus can not be reached).

1.3 Have each group report out and record their responses.

1.4 Discuss the results.

2.0 Discuss the purpose(s) and value(s) of having job targets. Handout H-22 and have small groups discuss the content. Do they agree or disagree with the items?

3.0 Ask the participants to list in small groups the elements to include in writing a job target. Have each group report their list, making one master list on the chalkboard. Get reactions from the total group of agreement or disagreement with any item. Adjust list accordingly to reflect majority opinion.

3.1 Handout H-23 (Elements to Include in Formulating a Target). Ask groups to compare with the master list. Revise if necessary.

4.0 Ask the group to discuss their own evaluation form in relation to the master list.

4.1 Handout H-24 and ask the small groups to discuss relative to the master list. Solicit their reactions to this form. Would they like to use it for themselves? Why or why not?

4.2 Repeat with H-25.

4.3 Repeat with H-26.

4.4 The instructor should have other evaluation forms for review.

4.5 Ask the group to agree on one of the forms to be used in their assignment for the session on target-setting simulations.

SUGGESTIONS FOR FURTHER READING.

a. Competency-Based Evaluation of Educational Staff. A Collection of ERIC Document Resumes. Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403.

b. Evaluating Teacher Effectiveness. A Collection of ERIC Document Resumes. Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403.

c. Appraising Teacher Performance. James Lewis, Jr. Parker Publishing Co. Inc., West Nyack, N.Y.

d. Performance Objectives for School Principals. Culbertson; Henson; Morrison. McCutchan Publishing Corp., 2526 Grove St., Berkeley, Cal. 94704.

e. Diagnosing Classroom Learning Environments. Fox; Luski; Schmeck. SRA, Inc. Chicago, Illinios.

ASSIGNMENTS FOR OTHER SESSIONS.*

a. Read Evaluation Definitions H-27.

b. Read Target-Setting Checklist H-28.

c. Write three targets for Session Seven. Use the agreed upon form. The targets may be for any job or role, not necessarily that of the writer, H-28 will be helpful in this task.

CHARACTERISTICS OF AN EFFECTIVE TEACHER

From the list below, select the three most important characteristics of an effective teacher.

Then select the three least important characteristics.

RANK

_____ Keeps a neat, orderly classroom.

_____ Loves his subject.

_____ Takes part in after-school and community activities.

_____ Has a good sense of humor.

_____ Keeps accurate reports and turns them in on time.

_____ Tries new teaching techniques and methods.

_____ Uses firmness, discipline and control.

_____ Relates well with colleagues and superiors.

_____ Creates an open, active classroom.

_____ Prepares detailed lesson plans.

_____ Exhibits a high degree of intelligence.

_____ Shows willingness to change his viewpoint.

Developed by Dr. Harold S. Davis

A performance objective is a statement of a personal commitment to a specific accomplishment or result that is:

- Oriented towards fulfilling the mission of the school system;
- Stated inobservable terms;
- Valuable for achieving the purpose of the school system;
- Beneficial in monitoring performance;
- Time-phased for achievingresults.

- James Lewis, Jr.

Performance objectives in the professional appraisal and development program have some specific values which need to be delineated:

1. They provide a clear focus for performance activity and in so doing help all school personnel to develop or choose more efficacious strategies for obtaining results.
2. They provide a means by which the school enters into a written agreement for performance.
3. They induce the administrators and teachers to make decisions which lead to successful performance.
4. Well-defined performance objectives provide for more efficient and effective use of time and effort.
5. They provide a means by which school personnel are able to periodically assess performance, therefore enabling continuous constructive changes in performance.
6. Unless performance objectives are clearly understood by administrators and teachers, evaluation of school personnel may be unfair.
7. When there are clearly stated long range goals and short range performance objectives, the educational system is able to judge personnel and district effectiveness.
8. They improve the professional training and development program by concentrating on skills, etc., needed to achieve definite goals.
9. They can be used as the basis for motivating educators to perform at a superior or improved level.
10. They tend to improve administrator-teacher relationship because they define task and responsibility.

ELEMENTS TO INCLUDE IN FORMULATING A TARGET

Statement of target: Precisely, quantifiably, describing if possible the sought-for outcomes.

Specific steps, events, or actions which will be taken by the supervisee to reach that target.

Specific steps, events, or actions which will be taken by the supervisor to assist in reaching target, if applicable.

Dates for each step and completion of target. If more than a year required for completion, include dates for progress reports to supervisor.

List as accurately as possible any additional resources (personnel, money, equipment, supplies, and/or space) which might be needed to attain target.

Identify possible constraints (availability of resources, approvals which must be obtained, existing laws or regulations, prevailing attitudes, or other potential resistants which might be encountered in working toward achievement of target.

Method or methods to be used for assessing results. (Appraisal instruments, judgement--whose?, observation).

Evidence to be used to support degree of achievement if the outcome is not a clearly finished product. Data to be collected which will verify that progress has been made. Where appropriate, indicate minimum acceptable level of attainment and perhaps outstanding level.

Reporting dates with supervisor: interim dates and final date of evaluation conference.

Signatures of supervisee and his supervisor to indicate agreement on all aspects of proposed target.

The need or problem which the target is designed to solve may be included.

Sample Evaluation Instrument

I. Learning Objectives

A. The learning objectives are stated in reference to the characteristics and needs of the individual learners.

Always Frequently Sometimes Never

II. Teacher-Student Interaction

A. Classroom operations include the opportunity for students to interact with each other.

Always Frequently Sometimes Never

III. Selection and Use of Instructional Materials

A. The student has two or more instructional approaches available to him.

Always Frequently Sometimes Never

IV. Individualization of Instruction

A. Provision is made for the range of individual differences in the class.

Always Frequently Sometimes Never

V. Knowledge of Subject

A. The teacher demonstrates competence of the subject being taught.

Always Frequently Sometimes Never

VI. Management and Control of Students

A. The student's behavior is supportive of the learning objectives.

Always Frequently Sometimes Never

VII. Instructional Methodology

A. The teacher uses teaching methods which move towards his stated objectives.

Always Frequently Sometimes Never

Performance Review

This form should be completed by both the supervisor and supervisee prior to the final conference.

Name ____

Objective ______________________________ Period Covering ______________

Please check appropriate category for each performance area:

	O	G	A	M	U	Comments regarding this assignment
Technical Competence						
Imagination in Solving Problems						
Initiative in Carrying Work Forward						
Reliability in Living Up To Agreed Upon Plans						
Client Handling						
Documenting						
Ability to Communicate and Perform as a Team Member						
Planning of Assignment						
Alertness to Need for Additional Work						
Assignment Leadership						

Please summarize what you feel are this individual's chief strong points and principal limitations with any additional general comments on the reverse side.

Supervisor Date: Supervisee: Date:

O-Outstanding G-Good A-Adequate M- Marginal U-Unsatisfactory

FORMAT FOR PREPARING A JOB TARGET

Name____________________

Position____________________

Responsible to:____________________

Objective____________________

Date For Completion____________________

Action Plan____________________

Constraints____________________

Additional Resources Needed and Estimated Costs____________________

Method(s) for Measuring Results____________________

Acceptable Range of Achievement____________________

Dates For Interim Conferences and Observations____________________

Date for Final Conference____________________

Signed by____________________
Supervisor Date

____
Supervisee Date

Supportive of Board Policy No.__________

Or School or System Goals:____________________

EVALUATION DEFINITIONS

SELF-EVALUATION

- Self-evaluation not accepted by all authorities.
- Arguments against:
  - Difficult to be candid
  - Competent tend to under-evaluate themselves
  - Less competent tend to over-evaluate themselves
- Self Evaluation can be positive process if:
  - Used as guide for self-analysis
  - Used as tool for self-analysis
  - Used as means of self-diagnosis

EVALUATION BY APPRAISER

- Thoughtful analysis of teachers' job targets
- Review of contacts made during year.
- Analysis of "evidence"
- Review of help provided
- Use of "data" to make evaluation

EVALUATION CONFERENCE

- Ample preparation necessary
- Neither evaluatee or evaluator may look forward to conference
- Things may go wrong in conference
- Sensitivity required
- Important not to lose sight of purpose of conference
- Conference should promote growth

FOLLOW-UP

- Agree upon specific follow-up activities
- Clarify responsiblities of evaluatee and evaluator
- Determine ultimate objectives to be achieved
- Encourage self-evaluation
- Engage in counseling and consultation

EVALUATE PERFORMANCE

Quality teaching does not occur by accident

Partially the result of:

- Effort of individual
- Good supervision
- Wise administration
- Planned evaluation

Evaluation, of and by itself, cannot guarantee competence

Evaluation can promote professional growth

Professional growth and improved performance can best be stimulated by an evaluation process which:

- Better defines the individual's job
- Identifies major areas of responsibility
- Designates job objectives (targets)
- Relates supervision and evaluation
- Includes self-evaluation
- Involves evaluation by appraiser
- Requires an evaluation conference
- Provides for follow-up

--

JOB SCOPE
DEFINING THE JOB

- Nature and scope of teacher's job not well defined
- Expectations of job infrequently specified
- Restricted perception of total job requirements

MAJOR AREAS NEEDING IMPROVEMENT

-- Not possible to be perfect in all areas

-- Possible to pinpoint areas needing improvement

-- Necessary to identify major areas of performance:

- Instructional competence
- Pupil-teacher relationships
- Administrative-supervisory-teacher relations
- Personal qualities and competencies
- Parent-community contacts
- Professional participation
- Inservice growth

JOB OBJECTIVES (TARGETS)

Instructional Competence
Ex Update understanding of new concepts in modern mathematics

Pupil-teacher Relationships
Ex. Analyze critically causes of pupil behavior of class where severe discipline problems exist

Administrator-teacher Relations
Ex. Seek concrete ways to improve relations with principal

PLAN OF ACTION

-- Improvement occurs in two ways:

- Partly responsibility of teacher
- Partly responsibility of principal/supervisor

-- Plan of action involves:

- Joint determination of targets
- Clarification of roles of evaluatee and evaluator
- Agreement on process of evaluation
- Determining how evaluation will be done
- Carry-out process

TARGET-SETTING CHECKLIST

1. Is the language of the proposed target clearly understood by the evaluator as well as the evaluatee?

2. Is the proposed target in harmony with school district/building goals and objectives?

3. Are there alternative targets to be discussed before making a final decision on the proposed target?

4. Is the target proposed challenging? Not too easily attained?

5. Is the proposed target realistic? Is it reachable?

6. What specific activities are to be carried out under the proposed plan?

7. What relationships, if any, do the activities have with on-going programs and related supervision?

8. What persons, in addition to the evaluatee, will be involved in activities under the plan?

9. What will be the nature of the involvement of the evaluator in the plan?

10. What special conditions and commitments involving others are specified in the plan proposal?

11. What are the start and completion dates for the target?

12. How will the degree of progress in target achievement be determined?

13. What types of data will be collected and monitored?

14. Who will be involved in data collection?

15. What does the plan provide for feedback of data to evaluatee and evaluator?

16. What does the plan provide in the way of interim conferences and other checkpoint activities of evaluator and evaluatee?

17. Are there special conditions prevailing which may make target modification during the performance period a good possibility?

18. What is the priority of importance to be assigned to this target as compared with others in the evaluatee's overall plan?

RANK

____ KEEPS A NEAT, ORDERLY CLASSROOM.

____ LOVES HIS SUBJECT

____ TAKES PART IN AFTER-SCHOOL AND COMMUNITY ACTIVITIES.

____ HAS A GOOD SENSE OF HUMOR

____ KEEPS ACCURATE REPORTS AND TURNS THEM IN ON TIME.

____ TRIES NEW TEACHING TECHNIQUES AND METHODS.

____ USES FIRMNESS, DISCIPLINE AND CONTROL.

____ RELATES WELL WITH COLLEAGUES AND SUPERIORS.

____ CREATES AN OPEN, ACTIVE CLASSROOM.

____ PREPARES DETAILED LESSON PLANS.

____ EXHIBITS A HIGH DEGREE OF INTELLIGENCE.

____ SHOWS WILLINGNESS TO CHANGE HIS VIEWPOINT

JOB TARGET

Name ______________________

Position ______________________

Responsible to: ______________________

Objective ______________________

Date for Completion ______________________

Action Plan ______________________

Constraints ______________________

Additional Resources Needed and Estimated Costs ______________________

Method(s) for Measuring Results ______________________

Acceptable Range of Achievement ______________________

Dates for Interim Conferences and Observations ______________________

Date for Final Conference ______________________

Signed by ______________________
Supervisor

____
Supervisee

Supportive of Board Policy No. ________

Or School or System Goals: ______________________

SESSION SIX:

SELF-EVALUATION

Session Content. One of the guidelines for PA 74-278 states: "Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways." Self-evaluation can be the basis for choosing areas for setting targets. This session will explore several methods for self-evaluation.

Relation to Other Sessions. Self-evaluation will be a component of the total evaluation plan developed.

Desired Outcomes.

A. Participants will compare and contrast several processes and instruments for self-evaluation.

B. Participants will discuss and define the components of teaching.

Procedures/Activities.

1.0 Discuss with the class the need to define the teaching act before a teacher can evaluate him or herself.

2.0 Ask the class to identify the broad areas of teaching performance such as "Teacher Pupil Relationships". List these on the chalkboard.

3.0 Handout H-29 Description of Teaching Performance Areas. How close does it match the list recorded?

  3.1 Ask the class to review just the four broad areas (A, B, C, D). Do they agree? Should any be deleted or added?

  3.2 Next ask the class to review the items under each of the three areas (noted by numerals, ie: 1,2,3). Do they agree? Should any be deleted or added?

3.3 Ask the small groups to review and discuss the items under each heading (noted by lower case letters; ie: a,b,c). Do they agree? Should any be deleted or added?

4.0 Handout H-30 Student Evaluation of Teachers Welcome and also project T-25.

4.1 Handout H-31 About My Teacher. Ask each group to discuss the concept (pro and con) of students evaluating teachers. Have each group report out their conclusions.

5.0 Handout H-32 Verbal Behavior and H-33 Non-Verbal Behavior. Ask the groups to discuss the use of media (ie: video or audio tape) for self evaluation purposes. What safe-guards are needed? Time? Costs?

6.0 Handout H-34 Self-Appraisal Checklist. Ask the group to discuss this checklist. Is it adequate?

7.0 Handout H-35 Self-Evaluation of Myself as a Teacher. Discuss in small groups. Compare to H-34.

8.0 Handout H-36 Teacher Self Evaluation Instrument. Discuss in small groups. Compare to H-34 and H-35.

9.0 Handout H-37 Administrator Image Questionnaire. Discuss in small groups.

SUGGESTIONS FOR FURTHER READINGS.

a. Pitfalls and Pratfalls of Teacher Evaluation. W. James Popham, Educational Leadership, November, 1974.

b. Faculty Evaluation, A Critique and a Proposal. Edwin M. Bridges, Administrator's Notebook, Midwest Administration Center, University of Chicago, Vol. XXII, No. 6.

c. Split Roles in Performance Appraisal. Meyer; Kay; French. Harvard Business Review, Vol. 43 (1965).

d. Teacher Effectiveness What Makes a Difference? H-38.

e. A Study of Evaluation Instruments and Techniques in the Connecticut Public School Systems. Quinn; Urich; Aiken. The High School Journal.

ASSIGNMENTS FOR OTHER SESSIONS .

a. Remind participants to complete the assignment of writing three targets for the next session.

DESCRIPTION OF TEACHER PERFORMANCE AREAS

The following description of teacher performance area (taken from Hyde Park, New York) can serve as a guide to both appraiser and the teacher by specifying areas of performance that need strengthening, improving or maintaining. When identifying specific performance or job objectives to concentrate on for the year, these descriptions serve as the starting point. Add, delete, or edit to serve your own purpose.

A. Instructional Skills

1. Planning and organization (Degree to which teaching is planned efficiently organized; provides learning experiences which are based upon needs, interests and abilities of individual learners.)

   a. Establishes objectives for instructional activities.
   b. Makes realistic provisions for differences (ability, experiences, cultural values).
   c. Plans and provides for involvement of students in planning, selection and evaluation of program.
   d. Organizes class to encourage student leadership and participation in decision making.
   e. Adjusts physical arrangements and modifies noise levels in order to accommodate variety of learning states.
   f. Establishes a routine for daily planning and evaluation.
   g. Establishes objectives in terms of school and district goals.
   h. Adopts principles of growth and development to the planning of learning activities.

2. Appropriateness of materials (Compatability of instructional materials with course of study; adoption of materials and methods to levels of learning ability of pupils).

   a. Individualizes instruction according to the learning style of each pupil.
   b. Uses prompt and frequent feedback to make learning tasks meaningful.
   c. Demonstrates awareness of current events and cultural trends.
   d. Consults specialists for materials suitable for the exceptional learner.
   e. Monitors the learners progress and adjusts instructional level of materials to minimize frustration yet maintain challenge.
   f. Brings to classroom related sources and materials beyond the classroom resources.

3. Resourcefulness and adaptability (Use of creative methods and procedures; adoption of unusual situations).

   a. Utilizes variety of classroom activities.
   b. Selects and uses a wide variety of instructional materials.
   c. Provides abundant and varied opportunities for creative expression.
   d. Helps student make application of his experiences to many situations.
   e. Conducts effective discussion.
   f. Provides opportunities for outside participation.
   g. Encourages development of individual interests and creative activities.
   h. Uses evaluation techniques to improve teaching-learning experiences.
   i. Assists the learner in assuming an increasingly important role in the evaluation of his own growth and development.
   j. Provides opportunities for students to develop qualities of leadership and self-direction.
   k. Plan learning activities to utilize community resources.

4. Ability to motivate (Evidence of skill in drawing out pupils and getting them to achieve at their level of ability and potential)

   a. Deals with each student according to his needs, aptitudes, talents, and learning style.
   b. Uses variety of classroom activities.
   c. Varies assignments according to student needs.
   d. Draws on a background of study and experience to enrich the cultural growth of students.
   e. Mediates the culture by providing opportunities for student expression of self in music, drama, other artistic forms.
   f. Utilizes skill in enhancing multi-cultural relationships.
   g. Solicits and accepts honest feedback from students.
   h. Inspires students to participate in discussion and activities.
   i. Conveys sense of enthusiasm.
   j. Helps pupils believe that they should try harder to achieve.
   k. Helps pupils experience social and intellectual satisfaction.
   l. Helps the student see that subject matter and school achievement are relevant to his life outside the school.
   m. Motivates differentially according to differences that exist from child to child and in the same child from time to time.
   n. Uses positive motivation when appropriate.

5. Uses of resources (Make adequate use of specialist and consultant services, seeks helpful materials from resource centers, uses audio visual aids effectively, etc.)

   a. Uses variety of resources and reference material including films, speakers, newspapers, etc. for information.
   b. Contacts area and central office personnel and arranges for their working with students.

c. Makes available human and materials resources in the community.
d. Use physical school environment to support current learning activities.
e. Uses community activities and responsibilities appropriate to their maturity.
f. Shows how to use resources to understand new current problems after leaving school.

6. Classroom techniques (Art of questioning, clarity of assignments, reaction to pupil response, utilization of interests and contributions of pupils).

a. Helps students share responsibility for carrying out classroom procedures.
b. Varies learning activities so that all students become participants.
c. Communicates, as needed, with student individually or in small groups.
d. Questions vary in type and difficulty for different students to make sure that each student understands.
e. Questions frequently are open-ended rather than questions with "Right" answer.
f. Adopts role of resource person and helper with student contributing to content and direction.
g. Changes classroom organization consistent with learning needs.
h. Sets an atmosphere of mutual respect of opinions between student and teacher.
i. Acts as conveyor of information only as needed, using lecturing when appropriate.
j. Provides time and opportunity for students to think or speculate and to make use of results.
k. Provides opportunity for student to learn how and when to work independently.
l. Provides for unusual ideas being entertained with respect.
m. Encourages student-student communication as well as student-teacher communication.
n. Encourages group cohesiveness.
o. Draws upon students experiences in planning lessons.

7. Parent Relationships (Skill in working cooperatively with parents; is tactful, yet frank.)

a. Obtains parent assistance for school activities.
b. Encourages parents to visit classroom.
c. Conducts individual and group parent conferences with skill.
d. Works effectively with parents to define school objectives.
e. Interprets class work to parents, individually or as a group.
f. Confers with individual parents reagrding their child's work and development.
g. Interprets school policies to give parents better understanding.
h. Maintains positive as well as negative communications with parents about students.

B. Management Ability

1. Relationships with pupils (Works with class as a unit and with pupils as individuals. Demonstrates genuine concern for students.)

   a. Utilizes effective procedures for collecting information about each student in seeking to understand each pupil, i.e., records, diagnostic tests, etc.
   b. Demonstrates a genuine concern for students.
   c. Surveys students as a group and consults with them individually.
   d. Offers an open atmosphere in which others feel free to express themselves.
   e. Assists student in defining realistic goals for himself.
   f. Directs student to sources of information on vocational opportunities and careers.
   g. Accepts personal problems or handicaps with consideration, understanding, and sympathy.
   h. Encourages high performance from individuals consistent with their ability.
   i. Finds opportunity for each student to make some worthwhile contributions to class group.
   j. Uses all available resources such as pupil-personal services and child study teams.

2. Discipline (Promotes efficient and constructive behavior patterns on part of the students and handles behavioral problems individually when possible.)

   a. Maintains an effective balance of freedom and security in the classroom. Follows and expects students to use demoncratic procedures which show consideration for rights of others.
   b. Promotes efficient and constructive behavior patterns on part of the students and handles behavioral problems individually when possible.
   c. Maintains good rapport with the students.
   d. Attempts to help students change undesirable attitudes to desirable ones.
   e. Recognizes, analyzes and attempts to correct causes of group or individual unrest.
   f. Develops responsible student leadership and fellowship.
   g. Shows consistency and fairness in dealing with pupils.
   h. Generate warmth and understanding in the establishment of reasonable limits of behavior.

C. Professional Responsibility

1. Commitment (Pride in Teaching as a profession.)
    - a. Communicates positively with the community about the school and district.
    - b. Works to better the educational program for students.

2. Staff relations (Respects opinions of others; cooperates with total operation of the school; seeks and offers assistance when needed.)
    - a. Consults with previous teachers, team teachers, and/or specialists.
    - b. Works with colleagues to evaluate the total program effectiveness.
    - c. Cooperates with colleagues and students to maintain good atmosphere.
    - d. Shares ideas, materials and methods with other teachers.

3. Out-of-class responsibilities (Carries a fair share of out-of class responsibilities, supervises hallways and other areas where necessary, is prompt in arrival at school and classes and observes other required time schedules, accepts responsibility for the general welfare of the school, etc.)
    - a. Shows interest in assisting in out-of-class interests and activities.
    - b. Participates in school and district wide committees.

4. Ethics (Conducts self according to professional ethical principles.)
    - a. Observes school policies and legal regulations.
    - b. Shows understanding and good will toward people.
    - c. Handles personal information and records in a discreet manner.

5. Professional growth (Is continually striving to improve in his classroom methods, teaching techniques, and recognizes a need to evaluate his professional performance.)
    - a. Uses published materials pertinent to the profession and/or specific subject areas to improve instruction.
    - b. Participates in organizations or conferences supportive to instructional responsibilities.
    - c. Seeks district services available for instructional support.
    - d. Participates in school, area, and county inservice activities.
    - e. Takes advantage of opportunities to learn from colleagues, students, parents, and community.
    - f. Applies knowledge gained from travel, course work, reading, and other enrichment activities.
    - g. Seeks to find better methods of teaching through study, professional conferences or reading, supervisory help and constant evaluation of teaching results.

D. Personal Qualities

1. Appearance and Manner (Displays general impression of appropriateness.)

    a. Dresses and maintains a general appearance of a professional person.
    b. Meets people with poise and uses tact in discussion of problems.

2. Speech (Enunciation, pronunciation, modulation, correctness of speech.)

    a. Oral speech habits include good usage of English and pronunciation.
    b. Written communications for pupils, parents or any professional purpose are in good form and good taste as well as showing correct spelling, grammar and handwriting.
    c. Vocally expresses ideas clearly.

3. Attitude (Is constructive, contributing member of staff, sense of humor, sense of fair play, enthusiastic about his work, etc.)

    a. Utilizes such human relation techniques as acceptance, praise, and humor, when warranted.
    b. Helps build group morale in carrying out established policies and efforts to improve the general educational or school programs.
    c. Acknowledges the rights of others to hold views different than his own.
    d. Attempts to balance organizational and personal needs.
    e. Believes that every individual is of infinite worth and must be helped to grow in the degree necessary to participate in our society.

4. Judgment

    a. Evidence of ability to adjust constructively to frustration and unpleasant situations.

        (1) Responds positively to challenges.
        (2) Copes objectively with the expression of frustration on the part of the children or parents.
        (3) Adjusts to constantly changing conditions.

    b. Is calm and mature in his reactions (has self-control; able to cope with the unexpected; responds positively to constructive criticism.)
        (1) Puts problems in perspective.
        (2) Listens and responds to the concern of others.
        (3) Accepts suggestions or criticisms and works on them constructively.
        (4) Uses rational approach to problem solving.

3. Personal efficiency (Evidence of management skills, attention to details, planning fulfillment of assignments, skill in care and use of materials and equipment, record keeping, attention to physical conditions and appearance of classroom, etc.)

   a. Participates in the development and review of school policies and regulations.
   b. Pays careful attention to necessary details.
   c. Plans and fulfills all assignments. (Has organized work plans).
   d. Shows skill in care and use of materials and equipment.
   e. Maintains accurate pupil records.
   f. Director's attention to physical conditions and appearance to classroom with specific reference to health and safety.
   g. Plans and organizes classes and work so that a substitute teacher can take over in case of absence with a minimum of interruption of learning to the student.
   h. Uses time efficiently.

STUDENT EVALUATION OF TEACHERS: WELCOME

by David Bost

Many teachers are opposed to teacher and course evaluations by students. This is completely incomprehensible to me. Student evaluations can be extremely useful to the conscientious teacher. Properly used, they can generate benefits which far outweigh any conceivable negative aspects.

It has been argued that because of their naiveté, students cannot be competent judges of teacher performance. Preferably, such evaluations should be made after the passage of time. Only as students apply their learning experiences to real-life situations do they have the perspective necessary to determine if the teacher prepared them adequately.

This is hogwash! Time does not sharpen our acumen with respect to earlier experiences. Quite the contrary. Many are so painful they are suppressed, leaving only pleasant memories. We do not need evaluations thus distorted. They have no real value.

Further, all of my students are more than 18 years old. The law of the land says they are capable of deciding issues of vital *national importance* through participation in the elective process. Surely, if they can evaluate politicians, they are capable of evaluating a teacher.

Besides, we simply cannot wait 10 to 12 years to get the feedback so desperately needed to improve our effectiveness. We need to know *now*, and to begin self-improvement immediately.

This is particularly true in view of declining enrollments, which result in the release of many teachers, including those with tenure. Thus careful con-

(Continued on page 640)

GOOD

BETTER

BEST

David Bost
Student Evaluation of Teachers: Welcome

Continued from back cover

sideration dictates that evaluations be made immediately. Suggested improvements must be implemented without delay. The public's growing demand for its "money's worth" in education creates further urgency. This cry for accountability continues to spread. We must be able to show proof that we are doing our jobs effectively and efficiently. The teacher who cannot demonstrate this will be the first to go when budgets are cut.

There need be no fear of administrative review of such evaluations. We should, indeed, welcome it. Student evaluations can be a boon to teachers, not the bane that many fear.

I have devised what I consider to be a highly efficient instrument for this purpose. A strong personal dedication to the profession prohibits me from copyrighting the instrument and thus capitalizing on its potential for personal gain. I offer it willingly to fellow teachers everywhere. Its widespread use will be my reward.

The imaginative teacher doubtless will see many possibilities for expanding the instrument to cover other facets of the teaching/learning process. I would, of course, appreciate knowing of such efforts, so that I can incorporate them into the instrument.

One word of caution: It is essential that students understand the necessity of avoiding write-in evaluations. During the instrument's developmental stages I was negligent in warning students about this. Unable to handle the write-ins, the computer mistallied results and reported that 98% of my students rated my lectures as "stimulating" when, in truth, only 24% had assigned this rating, a more realistic figure. Write-ins also can cause expensive down time for the computer; this of course is a no-no.

Incidentally, the teacher probably should be concerned if "spellbinding" ratings go up. High "spellbinding" ratings indicate the possibility that the charismatic instructor is being so dynamic that students are subtly rendered incapable of attaining their highest learning potential. This is the one area that could lend itself to possible administrative corruption of the evaluation process, particularly at institutions where a substantial proportion of the students are commuters. Calls from concerned parents whose children have been left spellbound in the classroom could worry some administrators. And occasionally even the most capable of instructors finds it difficult to break spells if they are extremely well done. A desirable goal would be no more than 10% "spellbinding" ratings.

Although all of my students are over age 18, I am convinced that the instrument is equally applicable at other levels of instruction. It may be necessary, however, for the teacher to explain some terms to pupils in the lower grades, or substitute synonyms appropriate for grade level. Field testing is called for, and results of such tests must be made known to the profession.

And as a former vice president for student affairs at my institution, I feel sure that the instrument can be readily adapted to evaluation of administrative personnel. However, extensive revision would be desirable. It seems obvious that different rating terminology would have to be used. Terms like "dictatorial," "dogmatic," "manipulative," "overbearing," and "obstinate" immediately come to mind. Again, field testing would be necessary, and I would recommend that teachers be involved in such revisions.

STUDENT EVALUATION SHEET

Instructor ____________________ Course ____________________ Term ________

I will appreciate your assistance in helping me become a better teacher. Please circle the *best* answer. If you simply cannot choose between two or more options, circle all appropriate answers. Do not sign the sheet, thus assuring yourself of complete anonymity. Be perfectly *honest*; otherwise I will not be able to use your constructive criticisms to better myself. Be sure to read the *Important Note* below.

1. Knowledge of subject matter:
   (1) pre-eminent (2) peerless (3) transcendent (4) matchless
2. Lecture presentations:
   (5) stimulating (6) spellbinding (7) felicitous (8) piquant
3. Personal appearance:
   (9) handsome (10) a real Adonis (11) far out (12) outta sight
4. Personal mannerisms:
   (13) prepossessing (14) captivating (15) charming
5. Understanding of student needs:
   (16) empathetic/insightful (17) perspicacious (18) no one could do better
6. Meets student needs:
   (19) superbly (20) best I ever saw (21) even better than that
7. Would you take another course from this instructor?
   (22) most definitely (23) I can't wait (24) where's the waiting list?
8. Would you recommend this teacher to your friends?
   (25) you bet (26) nobody else (27) yes-yes-yes
9. Overall evaluation of the course:
   (28) best I ever had (29) no way it could have been better (30) zowee!
10. Overall evaluation of the instructor:
    (31) the greatest (32) dreamy (33) I love him (34) grossly underpaid

IMPORTANT NOTE: This form will be machine scored. The computer is *not* programmed to read *write in* evaluations, which cause expensive computer down time. You must assume full responsibility to avoid this, since it will adversely affect your final course grade.

DAVID BOST (Beaumont Texas Chapter) is professor of secondary education, Lamar University, Beaumont, Tex.

ABOUT MY TEACHER

(Revised Form)

Here are some questions about your teacher. You will answer them by drawing a circle around the "Yes", "No", or "?" depending upon how you feel about the question.

Please answer the questions honestly. No One will ever know how you answered them for you are asked not to write your name on the paper.

In answering the questions think of the teacher whose name is below

Name of teacher: ______________________________

You will almost always be able to answer either "Yes" or "No". However, if you do not know how to answer a question, draw a circle around the question mark (?).

1. Do you often have difficulty understanding what your teacher is talking about?............................YES NO ?
2. Does your teacher make you feel like working real hard at your school work?............................YES NO ?
3. Is your teacher easily annoyed or bothered?....YES NO ?
4. Do the pupils in this class often play tricks on each other when the teacher is not looking?..............YES NO ?
5. Do visitors from outside the school come in to talk to the class..................................YES NO ?
6. When the teacher has finished explaining a subject, do you often feel you still do not understand it?.....YES NO ?
7. Does your teacher make you feel like learning a lot on your own?....................................YES NO ?
8. Is your teacher often cross?....................YES NO ?
9. Are some pupils always showing off in class?...YES NO ?
10. Does your teacher sometimes ask another teacher to come in and help explain something to the class?.......YES NO ?
11. When your teacher gives directions, do you often have trouble knowing what to do?.........................YES NO ?
12. Does your teacher make you want to do good school work? ....YES NO ?
13. Do you dislike going to your teacher with your problems? ....YES NO ?

14. Are the children usually quiet in your room?...YES NO ?

Does your teacher do things in the same old way all the time?...............................YES NO ?

16. Does your teacher explain the assignment clearly? ....YES NO ?

17. When you are studying a subject in school, and your teacher wants you to look up more information about it, do you still dislike doing so?.......................YES NO ?

18. Do you like your teacher?.......................YES NO ?

19. Does your teacher succeed in keeping the pupils under control?....................................YES NO ?

20. Have you used a teaching machine this year?....YES NO ?

21. Does the teacher use words that you understand?YES NO ?

22. Do you dislike doing extra school work for your teachers? ....YES NO ?

23. Do the other children like your teacher?.......YES NO ?

24. Is your teacher able to keep the children quiet in the classroom?..................................YES NO ?

25. Does your teacher often show a movie to explain something you are studying?...............................YES NO ?

26. Do you usually understand what your teacher expects you to do?.......................................YES NO ?

27. Are you sometimes discouraged from finding out more about the subjects your teacher explains in class?...YES NO ?

28. Are you afraid to ask your teacher for help?...YES NO ?

29. Does your teacher sometimes give up trying to keep the class quiet?..............................YES NO ?

Does your teacher ever use a machine that shows pictures or diagrams on the wall when she is explaining things? ....YES NO ?

INSTRUMENT I

VERBAL BEHAVIOR

Please respond to the following statements indicating your degree of acceptance of each statement by circleing the appropriate number: 5= STRONG AGREEMENT----1= LITTLE OR NO AGREEMENT

1. The chances are better than 60 percent that you will hear someone talking if you are in an elementary or secondary classroom.

   5 4 3 2 1

2. The chances are better than 70 percent that if someone is talking, it will be the teacher.

   5 4 3 2 1

3. Most of the functions associated with teaching are implemented by verbal communication.

   5 4 3 2 1

4. The term "classroom climate" refers to generalized attitudes that the pupils have in common, toward the teacher and the class.

   5 4 3 2 1

5. Classroom climate is an outgrowth of classroom social interaction.

   5 4 3 2 1

6. Early in the school year pupils develop common attitudes about how they like their class, the kind of person the teacher is, and how he will act in certain typical situations.

   5 4 3 2 1

7. Pupils attitudes color all aspects of classroom behavior creating a climate that once established, appears to be fairly stable.

   5 4 3 2 1

8. A climate of domination or integration once established by the teacher tends to persist.

   5 4 3 2 1

9. A sustained dominative pattern by the teacher results in reduced recall and disruptive anxiety on the part of pupils.

   5 4 3 2 1

10. Indirect influence consists of those verbal statements of the teacher that expand a student's freedom of action by encouraging his verbal participation and initiative.

    5 4 3 2 1

William Moritz, Maumee, Ohio

11. Direct influence consists of those verbal statements of the teacher which restrict the freedom of action of the pupil, making him more dependent on the teacher.

5 4 3 2 1

12. All teachers establish some kind of balance based on a combination of direct and indirect influences.

5 4 3 2 1

13. Classroom lessons should have well defined objectives related to learning outcomes of students.

5 4 3 2 1

14. Good structure and sequence can be developed in a lesson which has well defined objectives

5 4 3 2 1

15. Student motivation increases when students are aware of well defined goals and the steps necessary to reach them.

5 4 3 2 1

16. How much teachers talk and what they say determine to a large extent the reactions of the students.

5 4 3 2 1

17. All types of students learn more while working with the more flexible teachers.

5 4 3 2 1

18. Teachers should use questioning strategies in their lessons which are broadly representative of Bloom's Taxonomy.

5 4 3 2 1

19. The most successful teachers seem to be those who have the most skill in employing the indirect approach with their students---they are very flexible.

5 4 3 2 1

INSTRUMENT II

NON VERBAL BEHAVIOR

Please respond to the following statements indicating your degree of acceptance of each statement by circleing the appropriate number:
5 = STRONG AGREEMENT------1 = LITTLE OR NO AGREEMENT

1. A teacher needs to observe student non-verbal behaviors to indicate how well the lesson is going in the classroom.

5 4 3 2 1

2. Student non-verbal behaviors indicate the interest and attentiveness of students during classroom activities.

5 4 3 2 1

3. Student non-verbal behaviors can be as important as verbal behaviors to indicate student understanding and comprehension of directions or ideas.

5 4 3 2 1

4. Teacher non-verbal behavior influences student behaviors in the classroom.

5 4 3 2 1

5. Disruptive and inappropriate student behaviors are a function of the absence of teacher non-verbal cues.

5 4 3 2 1

6. There is a high probability that a student or students can understand one kind of message from a teacher's non-verbal behavior and another kind of message from a teacher's verbal behavior.

5 4 3 2 1

7. Students manage their non-verbal behavior to influence a teacher's perception of them.

5 4 3 2 1

8. Teacher non-verbal behavior serves to positive or negatively reinforce student behavior.

5 4 3 2 1

A teacher needs to maintain eye contact with as many students as possible during a teaching day.

5 4 3 2 1

10. A teacher's visual glances and postures reveal attitudes and feelings toward students.

5 4 3 2 1

William Moritz, Maumee, Ohio

11. Students indicate when they need help through their non-verbal behaviors.

5 4 3 2 1

12. Teachers need to indicate they are listening when students are talking and making a contribution to class discussion.

5 4 3 2 1

13. Non-verbal communication can be an effective way to achieve classroom control and order.

5 4 3 2 1

SELF-APPRAISAL CHECKLIST

1. In reviewing your planned work, what do you think are your:
   a. significant contributions to the school's goals?
   b. unusually difficult problems solved?
   c. major work areas for change or improvement?
   d. major knowledge, skill, or experience strengths?
   e. major knowledge, skill, or experience gaps?
2. In reviewing your total responsibilities, what are your:
   a. Significant responsibilities not yet undertaken?
   b. working relationships you are pleased about?
   c. working relationships which need strengthening?
3. Did you carry out any special assignments with distinction or handle emergencies skillfully? Badly? Give examples.
4. What action do you feel you should take to:
   a. make better use of your talents?
   b. improve specific performance areas?
   c. add to your knowledge, skill, experience?
   d. improve relationships with pupils, associates, or administrators?
   e. change working methods or behavior?
5. What help would you like from the principal, or other resource persons, in carrying out your plans?

*by Harold S. Davis based on a plan used in business and industry and suggested by Marion S. Kellogg in When Man & Manager Talk. Houston: Gulf Publishing Co., 1969.

SELF-EVALUATION OF MYSELF AS A TEACHER

This instrument should be completed in private, in an unhurried manner without interruption.

1. As a teacher I am fair and impartial.

My behavior is consistently unbiased.

Sample Evidences:

I show no favoritism or partiality; praise and criticism are based on fact; all criticism constructive; no pets; appraisal of pupils fair and reliable; no excessive criticism of individual pupils; maintain the confidence of children.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

2. My pupils are happy and cheerful at work and play.

I create a happy situation so that pupils express a liking for class.

Sample Evidences:

A spirit of shared enthusiasm; spontaneous pupil or parents comment; friendliness and cooperation of the pupils; pupils approach and visit with me during their free time; cheerful exchanges of greetings and conversations between pupils and me.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

3. I meet pupils in a friendly and sympathetic manner.

I am friendly in manner and tone of voice to all pupils; consistently give attention to individual questions and apparent needs for individual help; sympathetic with failure due to difficulty; am a sympathetic and understanding listener as indicated by:

Sample Evidences:

My cordiality, kindliness, courtesy, and display of good manner is indicated by consideration of pupils' feelings in the presence of the class; minimizing accidents, unfortunate incidents or embarrassing situations; frequent requests for my help on personal and educational problems; my acceptance of and attention to pupils questions even if unrelated to the subject at hand; I give time to help individual pupils.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

4. Contributions and efforts of individual pupils are given recognition.

I show respect for pupil opinion and suggestions.

Sample Evidences:

I express interest and give appropriate commendation to pupil effort even if small. Attention is given to individual comments and problems.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

5. My pupils take responsibility seriously; cooperative and sportsmanlike behavior is evident.

My pupils are orderly and businesslike in schoolroom; show pride in achievement; cooperate in group activities.

Sample Evidences:

Efficient use of school time to accomplish assignments; assumptions of responsibility for their own materials, for preparing and turning in of assignments and other materials; improvement in remembering and meeting obligations. Pride shown through careful preparation of work and voluntary expressions of satisfaction in work completed. Practical application of the "Golden Rule" by my pupils.

Almost Always	Usually	Sometimes	seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

6. My plans are adapted to meet the changing needs and circumstances.

I demonstrate initiative and adaptability in adjusting predetermined plans to circumstances and individuals.

Sample Evidences:

Utilization of lesson plans that are flexible enough to use contributions and suggestions of my pupils; adaptation of methods and technics to meet the individual needs of pupils; development and use by me of new methods and materials to meet the varying needs of my pupils; utilize pupil questions, leads, contributions and community events. I make effective use of local community resources, lay experience, local, state and national institutions in adapting program to needs of my pupils.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

7. My explanations are clear and adequate.

My instructional vocabulary and materials are suited to the pupils; I call attention to the points of major importance, anticipate difficulties and explain in advance.

Sample Evidences:

My pupils approach tasks unhesitatingly and independently; successfully accomplish the assignment without unnecessary questioning, their oral and written responses indicate their understanding of the explanation.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

8. My pupils' learning tasks are purposeful and functional in nature.

All work is approached from the standpoint of use and value to the pupils in society, tying it to the pupils' past experiences and present and future needs, as shown by:

Sample Evidences:

The many practical applications made by me and by my pupils; materials consistently related to contemporary life; utilization of resources to point up the relationship of school learnings with out-of-school life; explanation or demonstration of principles in terms of local contemporary problems or concrete issues; class activities which simulate current situations outside the school; discussions which indicate that pupils are relating their class learnings to their own experiences. Application of the scientific method.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

9. I provide opportunities for practice in the use of the common integrating knowledge and skills.

Definite provision is made for repetition, review and recall of basic learnings through a variety of activities such as:

Sample Evidences:

Meaningful practice exercises, written and oral reports, dramatics, debates, book reviews, class discussion, projects, school publications, brief reviews of previous work; effective use of repetition and summary.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

10. My leadership is evident.

I handle my own discipline problems, am firm but friendly, am consistent in policy, am self-sufficient and self-confident in management of my pupils.

Sample Evidences:

I maintain good order without compulsion; make few reprimands; infrequent necessity for disciplinary action. My pupils show respect for me, my knowledge and my methods as evidenced by courteous attention, seeking my help.

The classroom situation is orderly and businesslike; pupil-care in moving about room so as not to disturb other members. Behavior of my pupils at beginning of sessions, at recess and free play periods indicates planning and control.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

11. My pupils and I share the enjoyment of humorous situations.

I demonstrate and capitalize on sense of humor.

Sample Evidences:

My pupils and I contribute amusing thoughts and interpretations; I can take a joke, make classwork fun.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

12. I show self-control.

I am calm, poised, and self-controlled.

Sample Evidences:

I am even-tempered in response to pupils, avoid sarcasm and nagging; remain poised in emergency situations; handle unanticipated problems calmly and objectively, remain calm and collected in the face of frustrating or persistently difficult situations.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

13. I make active use of significant aspects of pupil growth as a guide in planning activities.

I plan activities which are planned to meet the personal and social needs of the pupils.

Sample Evidences:

Adaptation of content and procedures to such individual needs as success experiences; activities varied and of such duration as to prevent fatigue and over-stimulation; use of special aptitudes; improvement in habits of neatness and cleanliness and in physical status of pupils as revealed by my records and pupil records; group and individual assignments adapted to abilities and interests.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

14. I present problems in a manner which stimulates pupils to contribute to the solution.

Presentation inspires pupil effort, arouses their curiosity and interest, their desire to explore as evidenced by:

Sample Evidences:

Pupil questions and discussion; their voluntary investigation and experimentation; bringing in materials; relating own experiences.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

15. My pupils actively participate in classroom discussions and activities.

Program and technics are such as result in active participation of pupils.

Sample Evidences:

Pupils give and take suggestions freely; share experience and knowledge through discussion.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

16. In developing basic knowledge, understandings and skills, I employ materials and technics appropriate to the varying abilities and backgrounds of the pupils.

Materials and technics are adapted to meet individual differences by such methods as:

Sample Evidences:

Projects and problems planned around interests and experiences of the pupils; projects for groups organized according to the interests and abilities of individuals; assignments differing in length and difficulty; remedial work provided, aimed at the cause of the difficulty.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

17. I employ a variety of approaches in presenting new materials.

I show adaptability and broad understanding of techniques in presentation of new materials.

Sample Evidences:

I use many illustrations, utilize suggestions from pupils as to methods and procedures; change method quickly when it is obvious that the method being used is not effective; encourage pupils to try out several solutions; pupils and I discuss the relative merits of the various solutions.

Almost Always	Usually	Sometimes	Seldom	Almost Never
81-100%	61-80%	41-60%	21-40%	0-20%

Sample Teacher Self Evaluation Instrument

Attached is a document entitled "An Exercise in Self-Evaluation for Teachers" by Russell A. Johnson. You may be looking for information from which to develop job targets to bring to the supervisory conference. This document may be helpful. Note that it is intended as a self evaluation for teachers. The nature of the statements included would make it difficult - at best - to use this as an evaluation tool by the supervisor. Since PA74-278 (the staff evaluation law) has a guideline concerning self-evaluation, this document may serve as a start for a locally developed form.

This document has four steps.

Step One:	The teacher rates his or her performnace on the five-point scale for each of forty-six (46) statements.
Step Two:	The teacher marks the score for each question on the Tabulation Sheet. Note on the Tabulation Sheet that each statement has a line in one of the nine (IX) catagories (columns). For example, the score for statement one is placed on the line in Column One (I); the score for statement seventeen (17) is placed on the line in Column Five (V).
Step Three:	Follow the directions on the Scoring Sheet to arrive at an average score for each catagory.
Step Four:	Use the Graph for Scores to determine job target areas.

AN EXERCISE IN SELF-EVALUATION FOR TEACHERS

BY Russell A. Johnson

Directions:

Evaluate yourself in each category on a scale of one through five. A "1" would indicate that you consider yourself as doing a poor job in that area. A "5" would indicate that you consider yourself as doing an excellent job in that area. Other points on the scale may be used to mark your evaluations which fit between those [illegible] extremes.

1 2 3 4 5

1. Effective use of audio-visual equipment and materials . . . . . .

2. Accounting for individual differences in my classroom activities . . . . . .

3. Frequent reading of professional books and articles . . . . . .

4. Making constructive suggestions to my principal or supervisor . . . . . .

5. Making frequent and effective parent contacts . . . . . .

6. Controlling my emotions . . . . . .

7. Having effective classroom control . . . . . .

8. Willingness to accept special responsibilities . . . . . .

9. Set specific classroom rules and procedures . . . . . .

10. Pay my students frequent honest compliments . . . . . .

11. Avoid sarcasm and ridicule of students . . . . . .

12. Good sense of humor . . . . . .

13. Good grooming . . . . . .

14. Freedom from prejudice against certain races, etc. . . . . . .

15. Completion of reports on time . . . . . .

16. Completion of reports on time . . . . . .

16. Effective use of bulletin boards and display areas . . . . . .

17. Show respect for fellow staff members . . . . . .

18 Able to admit mistakes and weaknesses . . . . . .

19. Use effective evaluation technicques for students . . . . . .

.0. Encourage students' self evaluation . . . . . .

		1	2	3	4	5
21.	Keep voice at concersational level	.	.	.	.	.
22.	See principal/supervisor as an aid in my work	.	.	.	.	.
23.	Respect the personal rights of students	.	.	.	.	.
24.	Request help with individual students when needed	.	.	.	.	.
25.	Use a variety of discipline techniques and select those which best fit the child and the problem	.	.	.	.	.
26.	Have a neat, well-organized classroom	.	.	.	.	.
27.	Compliment freely the other members of the staff	.	.	.	.	.
28.	Involve the students in some of the planning	.	.	.	.	.
29.	Continue my professional training	.	.	.	.	.
30.	Plan my classroom activities carefully	.	.	.	.	.
31.	Am flexible in my daily plans	.	.	.	.	.
32.	Use positive reinforcement with my students	.	.	.	.	.
33.	Enforce school policies and regulations	.	.	.	.	.
34.	Have much student participation in my classroom	.	.	.	.	.
35.	Contact parents in an attitude of cooperation	.	.	.	.	.
36.	Creative in instructional procedures and activies	.	.	.	.	.
37.	Hold individual conferences with students often	.	.	.	.	.
38.	Coooperation with other staff members	.	.	.	.	.
39.	Cooperation with the principal	.	.	.	.	.
40.	Cooperation with the supervisors	.	.	.	.	.
41.	Ability to speak effectively with parents and other adults	.	.	.	.	.
42.	Adherence to professional ethics	.	.	.	.	.
43.	Work on professional committees	.	.	.	.	.
44.	Make efforts at self-evaluation	.	.	.	.	.
45.	Attempt to improve personal and professional weaknesses	.	.	.	.	.
46.	Try new instructional ideas and techniques	.	.	.	.	.

TABULATION SHEET FOR "AN EXERCISE IN SELF-EVALUATION FOR TEACHERS"

Directions: Mark the score you gave yourself for each statement on the evaluation sheet on this sheet in the blank provided.

Statement	I	II	III	IV	V	VI	VII	VIII	IX
1	___								
2	___								
3									___
4						___			
5				___					
6								___	
7			___						
8							___		
9		___							
10			___						
11			___						
12								___	
13								___	
14								___	
15		___							
16		___							
17					___				
18								___	
19	___								
20	___								
21	___								
22						___			
23			___						

Statement	I	II	III	IV	V	VI	VII	VIII	IX
24						—			
25			—						
26		—							
27					—				
28			—						
29									—
30		—							
31		—							
32			—						
33						—			
34	—								
35				—					
36	—								
37			—						
38					—				
39						—			
40						—			
41				—					
42							—		
43							—		
44									—
45									—
46	—								

SCORING SHEET FOR AN EXERCISE IN SELF-EVALUATION FOR TEACHERS

Directions: To get your average score in each category, add the total number of points you gave yourself in that category and divide by the number of statements in that category. Round off your answers to the nearest tenth of a point.

I. INSTRUCTIONAL PROCEDURES

____________________divided by 8 equals____________________

II. MANAGEMENT SKILLS

____________________divided by 6 equals____________________

III. RELATIONSHIPS WITH STUDENTS

____________________divided by 8 equals____________________

IV. RELATIONSHIPS WITH PARENTS

____________________divided by 3 equals____________________

V. INTRA STAFF RELATIONSHIPS

____________________divided by 3 equals____________________

VI. RELATIONSHIPS WITH PRINCIPAL AND SUPERVISORS

____________________divided by 6 equals____________________

VII. PROFESSIONAL PARTICIPATION

____________________divided by 3 equals____________________

VIII. PERSONAL COMPETENCIES

____________________divided by 5 equals____________________

XI. PROFESSIONAL GROWTH

____________________divided by 4 equals____________________

GRAPH FOR SCORES ON AN EXERCISE IN SELF-EVALUATION FOR TEACHERS

Directions: Mark your average score in each category on the graph. Connect the marks and make a line graph. This will indicate to you what you have evaluated as your weakest areas and your strongests areas. Your job targets should be directed at strengthening your weakest areas.

I. INSTRUCTIONAL PROCEDURES

II. MANAGEMENT SKILLS

III. RELATIONSHIPS WITH STUDENTS

IV. RELATIONSHIPS WITH PARENTS

V. INTRA STAFF RELATIONSHIPS

VI. RELATIONSHIPS WITH PRINCIPAL AND SUPERVISORS

VII. PROFESSIONAL PARTICIPATION

VIII. PERSONAL COMPETENCIES

IX. PROFESSIONAL GROWTH

____
Name of Administrator Being Rated

ADMINISTRATOR IMAGE QUESTIONNAIRE

Please respond to the following questions honestly and frankly in reference to the administrator being rated. (Do not give your name; all responses are confidential. Neither the administrator about whom these questions are asked nor anyone else will ever be able to associate your responses with you.) Please do not respond to an item if you feel unable to make an accurate assessment.

Immediately after completion, your responses, along with the responses of others from your group, will be analyzed. Image profiles representing how your administrator is perceived along several dimensions by your group will then be given to him.

Please mark your answer with a lead pencil.

1 = Poor--unacceptable performance
2 = Fair--needs improvement - does not meet performance requirements
3 = Satisfactory--meets performance requirements
4 = Good--exceeds performance requirements
5 = Excellent--far exceeds performance requirements

WHAT IS YOUR OPINION CONCERNING THIS ADMINISTRATOR'S BEHAVIOR:	Poor	Fair	Satisfactory	Good	Excellent
1. Does this person express his/her ideas smoothly and articulately?	1	2	3	4	5
2. Is this person patient, understanding, considerate and courteous?	1	2	3	4	5
3. Does this person show interest and enthusiasm toward her/his work?	1	2	3	4	5
4. Does this person demonstrate a thorough knowledge and understanding of those areas of school administration related to his/her job role?	1	2	3	4	5
5. Does this person demonstrate the initiative and persistence needed to accomplish goals and objectives?	1	2	3	4	5
6. Does this person support those responsible to him/her?	1	2	3	4	5
7. Does this person adjust rapidly to changes in plans or precedures?	1	2	3	4	5
8. Does this person function effectively under pressure?	1	2	3	4	5
9. Does this person consider divergent views?	1	2	3	4	5
10. Does this person encourage staff members to raise questions and express opinions?	1	2	3	4	5
11. Does this person assign tasks to personnel capable of carrying them out?	1	2	3	4	5

		Poor	Fair	Satisfactory	Good	Excellent
12.	Does this person show a willingness to try new approaches or methods?	1	2	3	4	5
13.	Does this person clearly define and explain what is expected of staff members?	1	2	3	4	5
14.	Does this person treat staff members in an unbiased and impartial manner?	1	2	3	4	5
15.	Does this person create a feeling of unity and enthusiasm among those in contact with her/him?	1	2	3	4	5
16.	Does this person demonstrate a sense of humor at appropriate times?	1	2	3	4	5
17.	Does this person make effective decisions?	1	2	3	4	5
18.	Does this person effectively evaluate programs, practices, and personnel?	1	2	3	4	5
19.	Does this person coordinate the efforts of those responsible to him/her so that the organization operates at peak efficiency?	1	2	3	4	5
20.	Is this person conscious of the problems that exist on your level?	1	2	3	4	5
21.	Does this person maintain control of her/his emotions when things are not going right?	1	2	3	4	5
22.	Does this person demonstrate leadership which results in meeting important goals and objectives?	1	2	3	4	5
23.	Are this person's grooming and attire appropriate?	1	2	3	4	5
24.	Are this person's communications properly written and do they accurately express his/her thoughts and ideas?	1	2	3	4	5
25.	Does this person support the policies, procedures and philosophy of the superintendent's office?	1	2	3	4	5
26.	Does this person create an atmosphere in her/his building (or department) which is conducive to effectively meeting goals and objectives?	1	2	3	4	5
27.	Does this person create a sense of trustworthiness when interacting with him/her?	1	2	3	4	5

Revised 2-4-75
Kalamazoo Public Schools

TEACHER EFFECTIVENESS
WHAT MAKES A DIFFERENCE?

If queries from the field are a sound indicator, evaluating the effectiveness of their teachers plagues a great many schoolmen. A conscientious principal wants his ratings to be [illegible]r to everybody; even more important, to build an excellent faculty, he has to be able to spot and keep the best while he screens out the mediocre. Both factors make him crave an accurate way of measuring quality.

We have been hunting for a satisfying set of answers, but to tell the truth the quest is rather discouraging. Toward the end of a long career of research on the subject, Professor A. S. Barr said in effect that the best contribution he had made was that--like Edison searching for a good light-bulb filament--he had identified so many things that didn't work. In 1954, working for the U.S. Air Force, Morsh and Wilder did a comprehensive analysis of the existing evidence and came up with almost nothing positive. Virtually every study has shown that college professors' predictions of the success of student teachers as well as administrators' ratings of teachers are pretty unreliable, whether correlated against later experience or other opinions or against the ultimate criterion of pupil gain. Many schools have elaborate rating forms, with 10 or 12 categories, and work endlessly to improve them; but researchers have shown that all too often the evaluator simply expresses one overall "halo" in terms of all the categories. Always the results come out about the same: It's easy to identify the very poor teacher, fairly easy to see the truly outstanding one, but between those extremes the nice discriminations we think we are making contain a lot of wishful thinking.

One main problem is that we can't clearly define "good teaching"--therefore have nothing definite to hold the yardstick on. That conclusion has put some researchers on a new tack--studying the teacher himself more than his practices. A massive research project in this direction was the Teacher Characteristics Study. Ryans and his staff finally found that the characteristics that mattered most could be grouped along three major scales:

1. From warm, understanding, friendly teacher behavior toward aloof, egocentric, restricted behavior.
2. From systematic, responsible, businesslike behavior toward evading, unplanned, slipshod behavior.
3. From stimulating, imaginative, surgent behavior toward routine, dull behavior.

They did not propose these three to comprise a "rating scale," but some schoolmen are adapting them to the purpose. There are advantages: The three elements are fairly independent variables, each measuring something distinctive. And they avoid something of "good-bad" evaluation in favor of clinical description.

A number of researchers are studying the real nature of teaching--and the key differences between poorer and better teaching--by means of "interaction analyses." For example, Marie M. Hughes and her staff analyzed detailed transaction-by-transaction records of 41 teachers. Eventually they developed a schematic model of good teaching. Though the wording of their report is guarded, this reviewer felt that they put the finger on a few key differences, each of which could be substantiated by actual frequency comparisons.

The better teaching whittled down the necessary "control functions" to a minimum. It avoided the narrow domination that dictates exactly what each child is to do and how he is to do it--what he is to think and how he is to express it. (Mrs. Hughes realistically assumes the need for firm classroom control, and assigns the teacher a strong leadership role. Yet she appears to feel that the worst prevalent fault is the constant control that freezes study and thought into a single form.)

The better teaching emphasized "content development" more. It used pupil questions, ideas, and comments growing out of the subject matter to "open up" new possibilities and choices. It did less of the neat "closing down" by giving pat answers, etc.

The better teaching was more responsive to each child, more encouraging.

The interesting thing is that, while this was arrived at by analysis of practices, it adds up to a description of persons: persons who are "open", non-compulsive, exploring, responsive, and supportive.

That these same traits seem to surface in study after study would lend credence to the idea that the teacher must be helped to develop a greater sensitivity of her own classroom behavior and what effect it seems to have on kids. This would seem to be best done through the medium of split screen video taping with subsequent self-analysis using objective verbal and non-verbal criteria.

T-25

STUDENT EVALUATION SHEET

Instructor ______________________ Course ____________________ Term ____________

I will appreciate your assistance in helping me become a better teacher. Please circle the best answer. If you simply cannot choose between two or more options, circle all appropriate answers. Do not sign the sheet, thus assuring yourself of complete anonymity. Be perfectly honest; otherwise I will not be able to use your constructive criticisms to better myself. Be sure to read the Important Note below.

1. Knowledge of subject matter:

   (1) pre-eminent (2) peerless (3) transcendent (4) matchless

2. Lecture presentations:

   (5) stimulating (6) spellbinding (7) felicitous (8) piquant

3. Personal appearance:

   (9) handsome (10) a real Adonis (11) far out (12) outta sight

4. Personal mannerisms:

   (13) prepossessing (14) captivating (15) charming

5. Understanding of student needs:

   (16) empathetic/insightful (17) perspicacious (18) no one could do better

6. Meets student needs:

   (19) superbly (20) best I ever saw (21) even better than that

7. Would you take another course from this instructor?

   (22) most definitely (23) nobody else (24) where's the waiting list

8. Would you recommend this teacher to your friends?

   (25) You bet (26) nobody else (27) yes-yes-yes

9. Overall evaluation of the course:

   (28) best I ever had (29) no way it could have been better (30) zowee!

10. Overall evaluation of the instructor:

    (31) the greatest (32) dreamy (33) I love him (34) grossly underpaid

IMPORTANT NOTE: This form will be machine scored. The computer is not programmed to read write-in evaluations, which cause expensive computer down time. You must assume full responsibility to avoid this, since it will adversely affect your final course grade.

SESSION SEVEN:

TARGET SETTING SIMULATIONS

Session Content. The supervisory conference is the heart of the supervisory experience. The most meaningful communications and interactions occur at these sessions. It is important that the participants understand and are comfortable with their roles and responsibilities.

Relation to Other Sessions. These simulations utilize the output from previous sessions and help participants gain experience in the process which will be useful in preparing the evaluation document.

Desired Outcomes.

A. Participants will discuss supervisory behaviors.

B. Participants will discuss the process of supervisory conferences.

C. The participants will gain experience in supervisory roles through simulations.

Procedures/Activities.

1.0 Handout H-39 Teacher Perceptions of Supervision and Evaluation. Ask the participants to read it.

  1.1 Handout H-40 Georgia Teachers List Irritating Supervisory Habits. Ask them to read this also.

  1.2 Ask the class to respond to these statements in relation to their own experiences. Do they agree with these findings? Are there other factors they wish to add?

2.0 Handout H-41 Evaluation of Teacher Performance and project T-26. Review the five steps noted. Refer to their assignment for this session (writing three targets). Note that they are now on Step

2 [Formulate Performance Objectives]. It is necessary to communicate their targets to a supervisor for input and agreement.

3.0 The instructor has three options at this time. First, collect all the targets and randomly distribute. Second, ask the participants to keep their own targets. Third, give each participant the option of handing theirs in and getting others to use or keeping their own.

The instructor should have had successful experience in supervisory conferences to undertake the following activities. If not, a guest (or guests) should be invited in to handle the demonstration simulations.

3.1 Ask for a volunteer. When one is chosen, the instructor should read the target out loud to the class. The instructor should assume the role of the supervisor and the volunteer the role of the supervisee. Conduct a supervisory conference. Switch roles between the supervisor and supervisee.

3.2 Repeat the above several times with the instructor and volunteers switching roles between the supervisor and supervisee.

3.3 Handle questions and comments from the class after each simulated session is completed.

4.0 Ask the class to organize into triads (groups of three). Distribute six targets to each group. Each participant should assume the role of supervisor, supervisee, and observer for at least one simulation. The observer may also serve as arbiter if the need arises.

5.0 Distribute H-42 Final Conference and discuss briefly.

Suggestions for Further Reading.

a. The Changing Base of Performance-Based Teaching. Ned A. Flanders. Phi Delta Kappan.

b. Assessing Teacher Skills: A Necessary Component of Individualization. Laval S. Wilson. Phi Delta Kappan.

c. Court, Craft, And Competence: A Reexamination of "Teacher Evaluation" Procedures. Henry C. Johnson, Jr. Phi Delta Kappan, May 1976.

TEACHER PERCEPTIONS OF SUPERVISION AND EVALUATION

H-39

"We should strive toward teacher self-evaluation and shared administrative/supervisory teacher goal setting and assessment, " says a Virginia Assistant Principal.

"One of the reasons supervision is a neglected task is that principals are well aware that teachers may become anxious and unhappy at the prospect of being supervised," writes a university department chairman of administration and supervision.

"Principals don't seem to understand that teachers seek educational leadership from them not just clerical supervision," remarked a teacher in a nationally conducted survey.

Are these sentiments shared by other educators in this country? Elementary teachers in western New York appear to identify with the above statements, according to a recent survey. The survey was given to elementary teachers in selected rural and suburban schools and to graduate students in a course in supervision of instruction at a western New York state college. Participants were asked 18 questions relating to the area of supervision and evaluation.

Eight-two percent of the teachers surveyed felt there is a definite need for supervision and evaluation in the schools, but 70% indicated that the supervisor is often perceived as potentially dangerous. Teachers strongly feel they should play a role in the development of a school evaluation program. All the teachers in the study said they would want to take part in developing or selecting evaluation instruments, so that they would be familiar with the criteria against which they are being judged.

Eighty-seven percent of the respondents indicated that not only do they want to participate in the evaluation and supervision process, but that evaluation should be used mainly to analyze teacher performance and strengthen their weaknesses through inservice training.

Fifty-six percent of the teachers felt that a building principal should spend at least 35% of his time in supervising; 41% said their building principal spent at least 25% of his time in supervising. Only 2% of the teachers stated that the main role of their principal/supervisor was that of instructional leader. Fifty-one percent indicated that the role their supervisor played was that of an administrative leader; a rather shocking 21% felt they had a passive leader. Also, the fact that 24% of the polled teachers did not know how much time their supervisor spent in supervision suggests a rather inactive supervision program in their schools.

When asked to select the kind of relationship teachers would like to have with their supervisor, 62% of the teachers wanted a helping relationship, 36% desired a collegial relationship. Only 1% selected an evaluator or rater relationship.

Seventy percent of the teachers supported the idea of the supervisor and teacher agreeing on instructional program objectives and working together in evaluating these objectives. Only 28% indicated an interest in a team approach to supervision. Seventy-seven percent had positive feelings toward a goal-oriented supervisory and evaluation program. When asked what would be the one best way in which the supervisor could most effectively improve instruction in the school, 75% of the teachers said he should study the school's needs and work with faculty groups in solving instructional problems.

Requested to list one humanistic quality a supervisor should have, the teachers mentioned honesty most often. Compassion and a concern for children were also often mentioned. Teachers suggest that basic rapport with children is an extremely important teacher characteristic and feel their colleagues should maintain an enthusiasm and love for teaching; they should understand individual differences in students and be able to provide diversified instruction.

The most important link between a teacher and his supervisor is effective communication, according to the teachers surveyed. The principal must set the stage for open communication. Teachers see the justification for supervision and evaluation programs. But they want to be a partner in the process.

GEORGIA TEACHERS LIST IRRITATING SUPERVISORY HABITS

BY JOSEPH J. WALKER

How effectively a supervisor performs his role is often determined by how he is perceived by his subordinates. A survey of 113 Georgia teachers, which produced a list of supervisory habits teachers find especially irritating, may aid supervisors in modifying their behavior and improving their performance.

The respondents - 38 men and 75 women - were given a list of 50 irritating habits of supervisors; each item on the list was to be ranked on a five-point scale, from least to most irritating. Seventy-four of the respondents were elementary school teachers; 39 were high school teachers. Sixty-eight of the group had five or less years of teaching experience; 45 had six or more years.

Each of the six groups - men and women, elementary and high school teachers, and teachers with greater and lesser degrees of experience - chose, from the list of 50 characteristics, the same supervisory habit as the most irritating: "He says something and then denies it at the next meeting."

Surprisingly, five of the six groups - all except the more experienced teachers - picked the same four habits on their lists of the five most irritating to them. In addition to the one already mentioned, the others were: "He passes the buck on problems." "We'll have to think about it he'll say." "He doesn't give me a chance to talk. I go in with a problem and never do get a chance to tell about it." "Whenever I make a suggestion, he throws cold water on it. I've quit making suggestions." The more experienced teachers listed all the above habits except "He passes the buck on problems."

Other common complaints included: "He interrupts me when I talk" (male teachers; "He argues with everything I say - even before I have a chance to state my case" (women, less experienced, and more experienced teachers); "He rephrases what I say in such a way that he puts words into my mouth that I didn't mean" (high school and more experienced teachers).

I believe that the teachers sampled in this study are representative of a much larger group. The supervisory habits they find extremely irritating show a lack of integrity, poor decision-making ability, little respect for teachers' opinions, unavailability to teachers, deficient listening skills, and inadequate concern for individual differences. We must try to provide training experiences for future supervisors that will help them avoid or overcome these deficiencies on the job.

ESTABLISH PERFORMANCE CRITERIA

Determine broad areas of teacher performance and indicators of quality which will encompass the scope of the teacher's requirements. These criteria comprise a "yardstick" against which performance may be measured.

Specific performance objectives (job targets) are formulated on the basis of performance criteria.

2
FORMULATE PERFORMANCE OBJECTIVES

Agree upon a specific number of performance objectives (targets). Discuss ways in which the objectives may be best achieved.

The nature of a performance objective tends to dictate actions and activities which may contribute to its fulfillment.

3
COLLECT MONITORED DATA

Through normal teacher contacts performance actions and activities are monitored. Evidence is assembled that may indicate degree to which performance objectives (targets) are being or have been achieved.

4
MAKE EVALUATIVE ASSESSMENTS

Based upon monitored data collected during period of evaluation, evaluator and evaluatee make assessments of target fulfillment.

5
CONDUCT EVALUATION CONFERENCE

Evaluator and evaluatee compare assessments, discuss implications of evaluative judgements, and decide next steps and appropriate follow-up actions.

Evaluator carries responsibility for providing evaluatee with an overall assessment of his or her performance.

Final Conference

Though this may seem the wrong time to think about the final conference, the success of that experience will depend on care in planning. These notes are certainly not definitive guidelines but thoughts to consider.

1. Final Conference will only be as good as the monitored data -- Establish the Purpose.
2. Prepare for the Final Conference -- Develop an Agenda.
3. Go over each part of the Job Target and analyze it by item -- assess not only appraisee's but also your contribution.
4. Match the monitored data with each item of the Job Target.
5. Make an assessment of Job Target achievement based on the monitored data.
6. Final assessment often difficult because level of achievement expected is not clearly spelled out.
7. At the conference follow Do's and Don'ts for successful conferencing.

GUIDELINES FOR FINAL CONFERENCE

A. PUT OTHER PERSONNEL AT EASE

B. START WITH TEACHER'S ASSESSMENT

C. GO OVER EACH TARGET ITME AND COMMENT OBJECTIVELY

D. BE FRANK AND HONEST IN THE CONFERENCE

E. GIVE THE APPRAISEE SOME FEELING OF SUCCESS AS WELL AS A REALIZATION OF WHERE HE FELL DOWN.

F. IF TARGET WAS NOT COMPLETED DETERMINE AND AGREE ON FOLLOW-UP STEPS.

G. MAKE AN OVERALL ASSESSMENT OF THE TEACHER'S PERFORMANCE.

H. DETERMINE FOLLOW-UP ACTION

   1. APPRAISEE TO CONTINUE FOR SECOND YEAR

   2. APPRAISEE TO CONTINUE WORK ON UNACCOMPLISHED PARTS OF JOB TARGET

   3. APPRAISEE TO CONTINUE MORE INDEPENDENTLY ON OTHER AREAS

I. SUMMARIZE CONFERENCE -- TRY TO TAKE NOTES ON IMPORTANT POINTS.

J. WRITE-UP SUMMARY -- HAVE ADDITIONAL CONTACT IF REQUESTED

   1. SIGNED BY BOTH

   2. APPRAISEE MAY SUBMIT HIS WRITTEN SUMMARY -- NOT NECESSARILY IN AGREEMENT WITH APPRAISER -- SIGNED BY BOTH.

K. KEEP IN TOUCH WITH APPRAISEE/ER

SUMMARY

FINAL CONFERENCE AND FOLLOW-UP

DO'S AND DON'TS

1. Don't "push" the man receiving feedback; try to see things from his point of view.

2. Avoid being too generous or too stingy in your appraisal of your subordinate.

3. In helping the man think through his questions, stick to his and other actual behaviors: avoid getting into interpretations of his behavior or guesses as to his motive.

4. Be as specific as possible: illustrate all points with concrete examples of behavior.

5. To be helpful, avoid discussion of things like individual mannerism, physical appearance, etc.

6. Develop skills in concluding the discussion

    a. Summarize areas of agreement

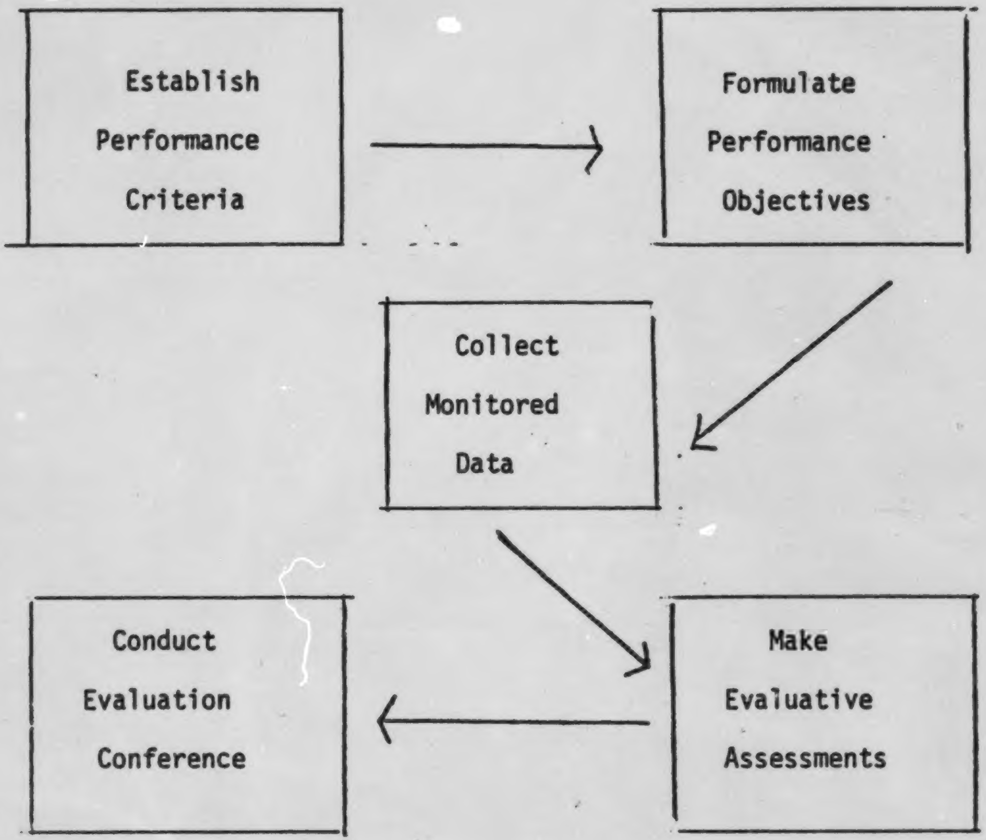
    b. Agree on areas of disagreement and plan for future discussion

    c. Arrive at mutual agreement on future performance targets.

7. Data collected should be utilized by the teacher and immediate supervisor in the development of next year's performance objectives and this year's overall performance appraisal.

EVALUATION OF TEACHER PERFORMANCE
(Model)

Components


Establish Performance Criteria
Formulate Performance Objectives
Collect Monitored Data
Make Evaluative Assessments
Conduct Evaluation Conference

SESSION EIGHT:

DEVELOPING A PLAN FOR STAFF PERFORMANCE EVALUATION

Session Content. This is the session in which participants organize the various aspects of staff evaluation they have been involved in to develop a document to represent a plan for future action. If all the participants are from the same school district the plan may be very real. If not, a prototypic document can be prepared.

Relation to Other Sessions. This session builds on the previous sessions and sets the tasks for the last two sessions.

Desired Outcomes.

A. Participants will develop an outline for the document presenting a plan for staff performance evaluation.

B. Assignments will be made for each participant to contribute to the document based on the outline.

Procedures /Activities.

1.0 Ask the small groups to suggest items for a Table of Contents for a manual on Staff Performance Evaluation. Record the suggestions on the chalkboard.

  1.1 Handout H-43 Table of Contents. Ask the class to compare with their suggestions and either delete or add items.

2.0 Handout H-44 (also project T-27). Discuss each block and their relation to each other. Ask the group for modifications.

3.0 Use the outline (H-43 as revised) to assign sections of the total document to individual participants. Several participants may wish to work together. Discourage groups of more than two.

NOTE: A prototypic document can be found in the Appendix of this manual. The instructor may wish to duplicate and assign pages to individuals who have the responsibility for particular sections.

Assignment for Next Session. Each participant should complete their assigned task and produce enough copies for each class member.

TABLE OF CONTENTS

Forward

Introduction

Purpose of Staff Evaluation

Relationship With Total Job Responsibility
  General Role Definitions
  Specific Evaluation Roles
  Who Evaluates Whom Schematic
  Frequency of Evaluations
  Policy of Confidentiality
  Evaluating Unsatisfactory Performance

The Evaluation Process

  Plan Schematic
  1.0 Setting Priorities
  2.0 Job Descriptions
  3.0 Self Evaluation
  4.0 Writing Job Targets
  Format for Preparing Job Targets
  5.0 Initial Conference
  6.0 Observations/Interview Conferences
  7.9 Revisions
  8.0 Final Conference
  9.0 End of Cycle Report
  10.0 The Adjustment Process
  11.0 Conference Input

The Pilot Implementation Plan

Appendices

  A. The Law and Guidelines
  B. Definitions
  C. List of Goals
  D. Job Descriptions
  E. Self-Evaluation Instrument, Teacher
  F. Self-Evaluation Instrument, Administrator

THE EVALUATION PROCESS

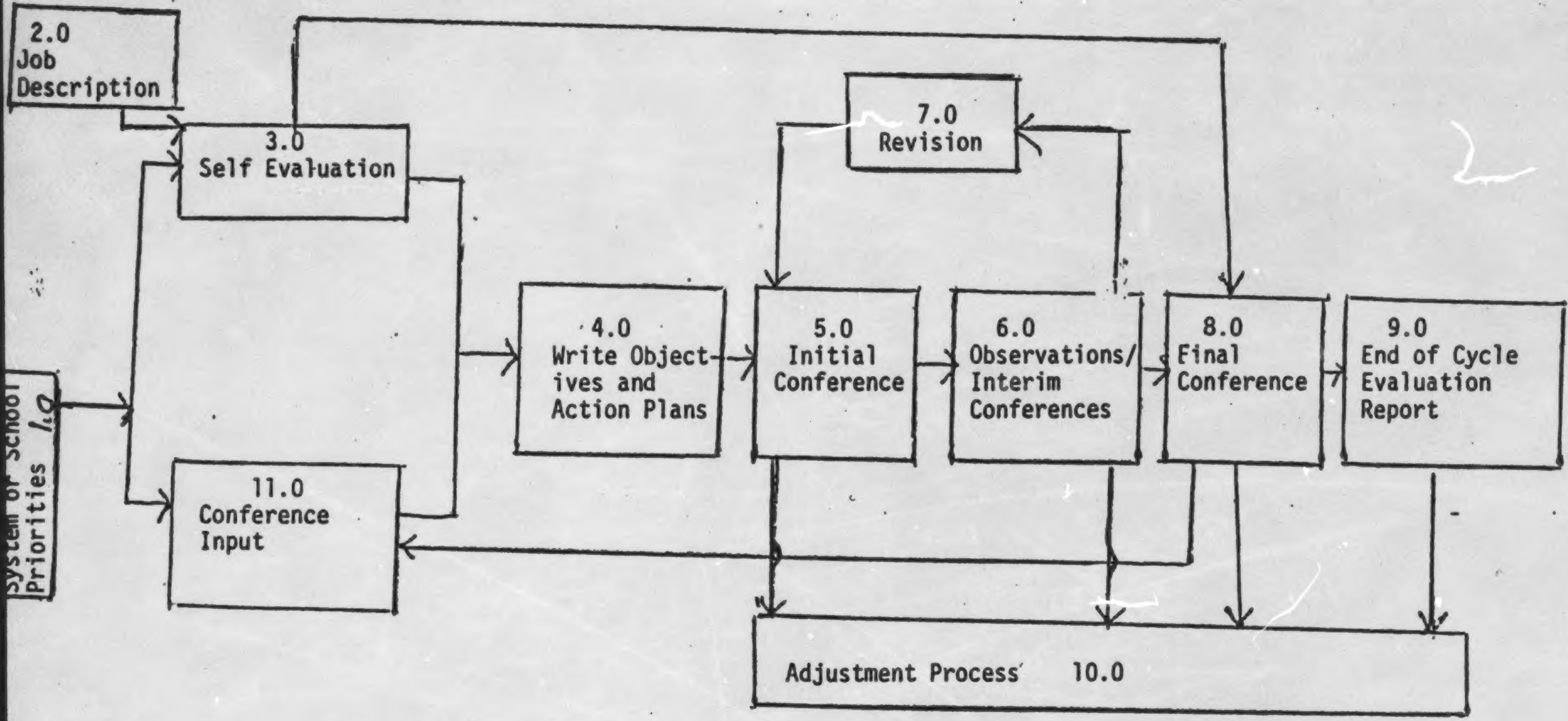
The chart entitled "The Evaluation Process" is to be used as a model for the overall plan and the relationships of the various steps to each other. Each step is number-coded to facilitate referencing the explanatory sections that follow.

As shown in the model, the evaluatee reflects on his or her job description and responsibilities as well as the system or school goal priorities in conducting a self-evaluation. This information is used to formulate job targets and action plans in conjunction with previous conferencing information (obviously not available at the initiation of the process).

The evaluatee meets with his or her evaluator to reach mutual understanding and agreement on the tasks to be performed and evaluated. A number of observations and/or interim conferences may be necessary and may lead to a rewriting of targets and/or action plans or to the final conference. At the final conference, the evaluatee has made a self-evaluation of progress and the evaluator and evaluatee reach agreement on the level of success attained.

The cycle is completed when each prime participant signs the evaluation report. If there is difficulty at any step, the adjustment process is [illegible]d.

THE EVALUATION PROCESS


2.0
Job
Description
3.0
Self Evaluation
System or School
Priorities 1.0
11.0
Conference
Input
4.0
Write Object-
ives and
Action Plans
7.0
Revision
5.0
Initial
Conference
6.0
Observations/
Interim
Conferences
8.0
Final
Conference
9.0
End of Cycle
Evaluation
Report
Adjustment Process 10.0

- A. Carrano, 1976

EDITING THE PLAN

Session Content. The results of the individual assigned tasks will be compiled and viewed as a document for the first time. This session will be spent in a group editing exercise and re-assignments.

Relation to Other Sessions. It is important to finalize thoughts and reach consensus on major issues before the final session.

Desired Outcomes.

A. Review of the document components and preparation for final compilation.

Procedures/Activities.

1.0 Using the outline as a guide, ask each participant to distribute their completed assignments to the class.

2.0 Assign sections of the assembled document to small groups for review. Ask each small group to edit for content.

   2.1 Ask each small group to report out their suggested changes for group acceptance.

3.0 Identify areas of the document that need further amplification, clarification, or editing. Assign to individual participants or small groups for submission at the last session.

Assignment for Next Session.

a. Complete individual assignments from Procedure/Activity 3.0. and duplicate enough copies for each participant.

b. Re-read the entire document.

SESSION TEN:

A PLAN FOR STAFF PERFORMANCE EVALUATION

Session Content. This is the final session. A completed document should be the outcome.

Desired Outcome.

A. A plan for Staff Performance Evaluation which is the consensus of the class as a result of this course.

B. An Action Plan for implementing the document will be developed.

Procedures/Activities.

1.0 Assemble the document using the outline as a guide. Ask each participant to distribute their assignment results.

2.0 Ask the small groups to review the document page-by-page.

  2.1 Ask them to record any suggested changes in wording, spelling, placement, and content.

  2.2 Each group will report out their suggestions. Class consensus will determine their acceptance.

3.0 If the class represents one school district, an implementation plan for use of the document should be set up. Handout H-45 is an example of such a plan. It should include the tasks, a time-line, needed resources, and identify the responsible agents.

THE PILOT IMPLEMENTATION PLAN

Step	Responsible Agent	Task	Completion	Anticipated Additional Costs
1	Superintendent	Board of Education Approval	June	---
2	Education Committee	Systemwide Goals Prioritization	1 Oct.	*($30.)
3	Personnel Committee	Job Descriptions	1 Oct.	--
4	Inservice Committee	Plan Awareness for All Staff	15 Oct.	--
5	Evaluation Committee	Pilot Selection Process Completed	1 Nov.	--
6	Evaluation Committee	Pilot Staff Inservice Completed	15 Dec.	*($300.)
7	Evaluation Committee	Pilot Implementation Start/End	Jan/Jun	--
8	Evaluation Committee	Review/Reporting/ Monitoring Process	Jan/Jun	--
9	Evaluation Committee	Revisions Completed	Aug.	--
10	Superintendent	Board of Education Approval	Sep.	--
11	Inservice Committee	Full Implementation Training	Sep 1 Jun 1	*(?)

*May be an additional cost item depending on available human and material resources. Estimated cost in parentheses.

POST-SESSION

The instructor should produce a final typed document reflecting the output of Session Ten. The prototypic document that follows can serve as a guide.

- PROTOTYPIC DOCUMENT -

STAFF PERFORMANCE EVALUATION,
OLD HAVEN PUBLIC SCHOOLS:
A MANUAL FOR DEVELOPMENT AND IMPLEMENTATION

JUNE 1976

Dr. Andrew S. Carrano
Assistant Executive Director
Area Cooperative Educational Services
800 Dixwell Avenue
New Haven, Connecticut 06511

OLD HAVEN BOARD OF EDUCATION

Chairperson

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ACKNOWLEDGEMENTS

We wish to express our thanks to the following staff members who participated in this project:

Teacher
Teacher
Library-Media
Teacher
Principal
Teacher
Principal
Teacher
Teacher
Teacher
Teacher
Teacher
Asst. Supt.
Coordinator

Old Haven Public Schools
Evaluation Committee

Asst.Supt.
Instructional Coordinator
Teacher
Principal
Teacher

TABLE OF CONTENTS

Forward

Introduction

Purpose of Staff Evaluation

Relationship With Total Job Responsibility
  General Role Definitions
  Specific Evaluation Roles
  Who Evaluates Whom Schematic
  Frequency of Evaluations
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  6.0 Observations/Interview Conferences
  7.9 Revisions
  8.0 Final Conference
  9.0 End of Cycle Report
  10.0 The Adjustment Process
  11.0 Conference Input

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  B. Definitions
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  F. Self-Evaluation Instrument, Administrator

FORWARD

As a result of the enactment of Public Act No. 74-278 "An Act Concerning Teacher Evaluation" by the 1974 Connecticut General Assembly, each Connecticut school district must be in compliance with the guidelines established by the State Board of Education in implementing its program of staff evaluation within five years.

In 1975 a steering committee composed of teachers and administrators in the Old Haven school district was organized for the purpose of finding ways and means by which the school district would implement procedures in accordance with the law. The committee has submitted two yearly required progress reports to the Commissioner of Education on their progress to date.

In order to establish the goals for the proper evaluation of all staff members of the school system, the committee asked for volunteers to work on this project. Fourteen teachers and administrators, along with the steering committee enrolled in a seminar for this purpose. In accordance with the Old Haven Board of Education's newly adopted policy, those staff members completing this seminar,to the satisfaction of the Board, were given three credits toward placement on the 6th year salary scale.

The main outcome of this seminar was this document. It is intended to be used as the means of evaluating staff members involved in a pilot effort during the 1976-77 school year. A revised document based on the results of this pilot effort will serve as the method for evaluating all staff below the level of superintendent of schools in compliance with the law and its guidelines.

The scope of the work encompassed the following:

a. An exploration of the law.

b. A determination of the group's attitude and expectations regarding the law.

c. Utilization of Phi Delta Kappa materials to identify as and prioritize educational goals for the East Haven School District.

d. Learning how to identify and write behaviorally stated objectives.

e. Learning to write staff performance objectives.

f. Exploring and examining various forms and instruments for goal setting activities and conferences.

g. Examining methods and procedures for staff evaluations.

h. Exploring criteria to be used for defining job competencies and job descriptions.

i. Conducting goal setting simulations.

j. Developing an outline for the document.

k. Writing this Old Haven School District document, which will be presented to the Board of Education for pilot study.

INTRODUCTION

The need for a more effective way to evaluate teachers and administrators has persisted for a long time. Presently evaluation time is regarded with apprehension as a time when one is observed, rated, or categorized, and evidently forced to accept judgments, and personality based criteria.

Such a system does not encourage people to work toward self improvement; indeed, growth is seldom recognized, even in a "good" observation.

The present evaluation system in Old Haven does not conform to the new law pertaining to staff evaluation (Public Act No. 74-278). According to the guidelines for this law each school system must establish its own educational goals, which form the basis of the staff evaluation system. System wide goals, building-level goals, and classroom level goals should form a pyramid in which all levels are supportive of one another.

Evaluation should motivate inner incentives to increase professional effectiveness. Such incentives can be stimulated when the evaluatee is allowed to set his own goals, work on his own perceived areas of improvement, and enjoy a sense of accomplishment when goals have been recorded.

Then what is the role of the supervisor? How can an administrator control what goes on in a school system if each professional is addressing their own concerns? One answer is mutual goal-setting. The system has certain goal priorities. Job Targets set by professional staff must be in harmony with these goals and must be mutually set by a staff member and his or her supervisor.

According to the law, the primary purpose of teacher evlauation is the improvement of the student learning experience. This would dictate that goals must tend toward this purpose rather than toward items irrelevant to student learning. The law also provides for mutuality and cooperation in goal setting at all levels. A major concern of the study group was that these points could be misinterpreted or misapplied, and that this might result in no true mutuality and cooperation. Another concern was the need for adequate time to orient staff toward the new system and to carry on the needed supervisory conferences. It is toward providing a framework to address the intent of the law and the concerns of the seminar participants that this document was prepared.

PURPOSE OF STAFF EVALUATION

The primary purpose of staff evaluation is the improvement of the student learning experience and the enhancement of staff performance. Performance should be evaluated in terms of goals and objectives appropriate to the individual's professional role. Six major goals have been established aimed at bringing changes in student behavior. Though broad in nature they encompass most of what a school system addresses its resources toward.

1. Each student learns to communicate effectively.
2. Each student accepts learning as a lifelong continuing process of self-development.
3. Each student develops the skills, knowledge and values necessary for responsible citizenship.
4. Each student increases his ability to understand himself and to function in his environment.
5. Each student acquires habits and attitudes which have proven of value for health and family life.
6. Each student applies his accumulated knowledge and skills to present day living.

Working toward these goals will help develop a better educational experience for both students and professional staff.

RELATIONSHIP WITH TOTAL JOB RESPONSIBLILTY

Since the success of any aspect of the school program is influenced by the overall environment, each participant in the learning process has an obligation to contribute in every way to appropriate to foster the best educational atmosphere possible.

Evaluation should not be treated or regarded as a separate or self-contained process but rather as one in which the instructional or administrative performance of on-going duties and the evaluation of them are closely interrelated.

Evaluation by objectives, meaning improvement of performance and the motivation of professional growth, cannot be fully realized unless specific objectives and action plans stress integral aspects of the instructional or administrative process.

Evaluation and the performances of on-going duties should be made as compatible as possible to conserve time. Evaluation can be accommodated within the day-by-day activities if job-targetsand action plans focus on important aspects of daily duties.

Evaluation can be regarded as the culminating stage in a good program of instruction or administration. Work planning, implementation, and assessing the results is the essence of instructional or administrative action. That sequence is precisely the essence of evaluation by objectives. So, time required to teach and administer can be, in part, the source of the time needed to carry out the evaluation process.

Another reason to relate evaluation more closely to on-going duties is that this is likely to elevate the priority of evaluation in the values systems of teachers and administrators.

GENERAL ROLE DEFINITIONS

There are three possible participants in the evaluation process.

EVALUATEE (PRIME PARTICIPANT)

1. Reviews areas and categories of responsibilities.
2. Prepares tentative targets and action plans.
3. Confers with evaluator regarding the tentative objectives and action plans.
4. Implements action plans.
5. Completes self-assessment of extent to which specific objectives were achieved.
6. Confers with evaluator to complete and discuss the final EVALUATION REPORT and to plan for the next evaluation cycle.

EVALUATOR (PRIME PARTICIPANT)

1. Meets with evaluatee to discuss his or her needs; agrees on specific targets and action plans.
2. Monitors, observes, and provides supervisory assistance during the implementation period; gathers information to complete an overall assessment of evaluatee's effectiveness in the major areas of responsibility.
3. Holds interim conference with evaluatee to check progress being made; may suggest modifications in evaluatee's targets and action plans.

4. Makes assessments of the extent to which objectives have been achieved and overall accomplishments in the major areas of responsibility.
5. Confers with evaluatee to finalize the EVALUATION REPORT for the year; discusses plans for the next evaluation cycle.

OHTERS (DEPARTMENT LEADERS, COLLEAGUES, OR OTHERS WHO MAY BE IN A POSITION TO BE HELPFUL EITHER TO THE EVALUATEE OR EVALUATOR)

1. Offer advice regarding the diagnosis of needs.
2. Give assistance in the implementation of action plans.
3. Assists in resolving conflicts between the prime participants.

SPECIFIC EVALUATION ROLES

The chart entitled "Who Evaluates Whom" is intended to serve as a guideline to insure that each staff members is evaluated and that the evaluator is appropriate to the specific job responsibilities. The following descriptions of roles further delineates responsibilities in relation to the evaluation process.

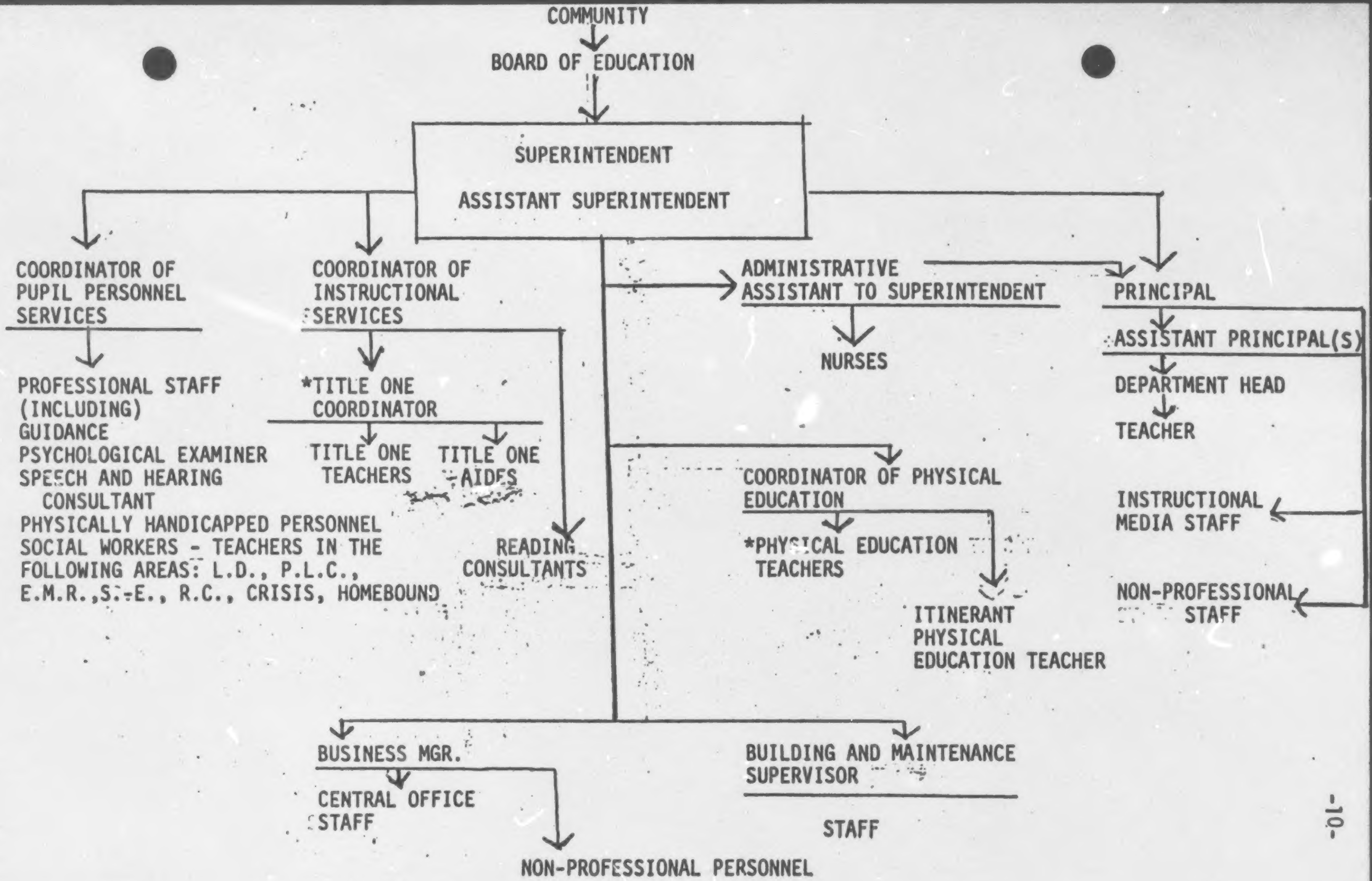
Role of Department Head: The Department Head may be consulted by either the evaluatee or reviewer to assist in the evaluation process by:

a) Helping to diagnose needs.
b) Advising in the formation of specific objectives.
c) Providing supervisory assistance.
d) Reviewing assessments.

He is the prime evaluator of teachers within his department.

Principal and/or Assistant Principal serves in a consulting role, making assessments on general aspects of the evaluatee's performance. The assistant principal serves as prime evaluator of department heads and as reviewer of evaluations made by the department head. The principal is the prime evaluator of assistant principals and reviewer of evaluations made by the assistant principals. In schools where no assistant principal or department heads are assigned,the principal shall be the prime evaluator of teachers.

The superintendent serves as a reviewer of the evaluations of coordinators and principals. The assistant superintendent or assistant to the superintendent is the prime evaluator of principals.


COMMUNITY
BOARD OF EDUCATION
SUPERINTENDENT
ASSISTANT SUPERINTENDENT
COORDINATOR OF PUPIL PERSONNEL SERVICES
PROFESSIONAL STAFF (INCLUDING)
GUIDANCE
PSYCHOLOGICAL EXAMINER
SPEECH AND HEARING CONSULTANT
PHYSICALLY HANDICAPPED PERSONNEL
SOCIAL WORKERS - TEACHERS IN THE FOLLOWING AREAS: L.D., P.L.C., E.M.R., S.-E., R.C., CRISIS, HOMEBOUND
COORDINATOR OF INSTRUCTIONAL SERVICES
*TITLE ONE COORDINATOR
TITLE ONE TEACHERS
TITLE ONE AIDES
READING CONSULTANTS
ADMINISTRATIVE ASSISTANT TO SUPERINTENDENT
NURSES
COORDINATOR OF PHYSICAL EDUCATION
*PHYSICAL EDUCATION TEACHERS
ITINERANT PHYSICAL EDUCATION TEACHER
PRINCIPAL
ASSISTANT PRINCIPAL(S)
DEPARTMENT HEAD
TEACHER
INSTRUCTIONAL MEDIA STAFF
NON-PROFESSIONAL STAFF
BUSINESS MGR.
CENTRAL OFFICE STAFF
NON-PROFESSIONAL PERSONNEL
BUILDING AND MAINTENANCE SUPERVISOR
STAFF

*In cooperation with the building principal(s).

FREQUENCY OF EVALUATIONS

Teachers and administrators are evaluated each year.

Full Evaluation

1. Each of the steps in the Evaluation Process are carried out with full involvement of both evaluator and evaluatee.
2. Evaluator and evaluatee complete and sign the final Evaluation Report.

Full Evaluation includes two complete cycles of the Evaluation Process (as defined in this document) each year.

POLICY OF CONFIDENTIALITY*

Consonant with the Policy of Confidentiality for the Old Haven Public Schools, all written information, records, recommendations, and reports gathered in the course of the evaluative procedure shall be deemed the confidential property of the Old Haven School System. Such information is collected only for legitimate educational purposes and shall be available only to those teachers or administrators directly concerned with the evaluation under discussion. Periodic reevaluation of such records will be made, and material which is of no further benefit shall be destroyed.

EVALUATING UNSATISFACTORY PERFORMANCE

There will be relatively few instances wherein the services of individuals will be less than satisfactory. When this occurs, it is important that the evaluation procedures be adapted to enable the individual to overcome the indicated deficiencies, or failing to do so, to be dealt with in accordance with the mandates of due process as provided in the agreement between the Old Haven Board of Education and the Old Haven Education Association and the statutes of the State of Connecticut.

Identification. As soon as services are considered as being less than satisfactory, the evaluator should notify the individual in writing. In other words, identification should take place as soon as the unsatisfactory service becomes evident. The allegation of unsatisfactory service must be supported by document evidence.

"New" Specific Objectives. Once the individual and evaluator are made aware of the alleged deficiencies, both should make necessary modification in the former's specific targets so as to focus now upon the dimensions of deficiency which constitute the basis of the indicated unsatisfactory service. In short, the "new" specific targets must be the items which get at the essence of the unsatisfactory service.

A "New Action Plan". Once the "new targets" are determined, a "new action plan" will be called for. Careful supervisory service, on the part of the evaluator and/or other resource persons in the school system must be provided, and the progress being made (or not made) must be noted.

Evaluative judgements must be based upon the degree to which the deficiencies have been corrected. In other word, the evaluation process becomes the means for dealing with the deficiency because the procedures themselves correspond closely to the procedures as described in the Agreement Between the Old Haven Board of Education and the Old Haven Education Association and the statutes of the State of Connecticut.

The Adjustment Process should be used whenever the evaluatee disagrees with the evaluator or where a lack of positive supervisory support is recognized. It should be noted that since the intent of this supervisory support is to "improve performance" evidence of this kind of support should be provided to the adjustment counselor.

THE EVALUATION PROCESS

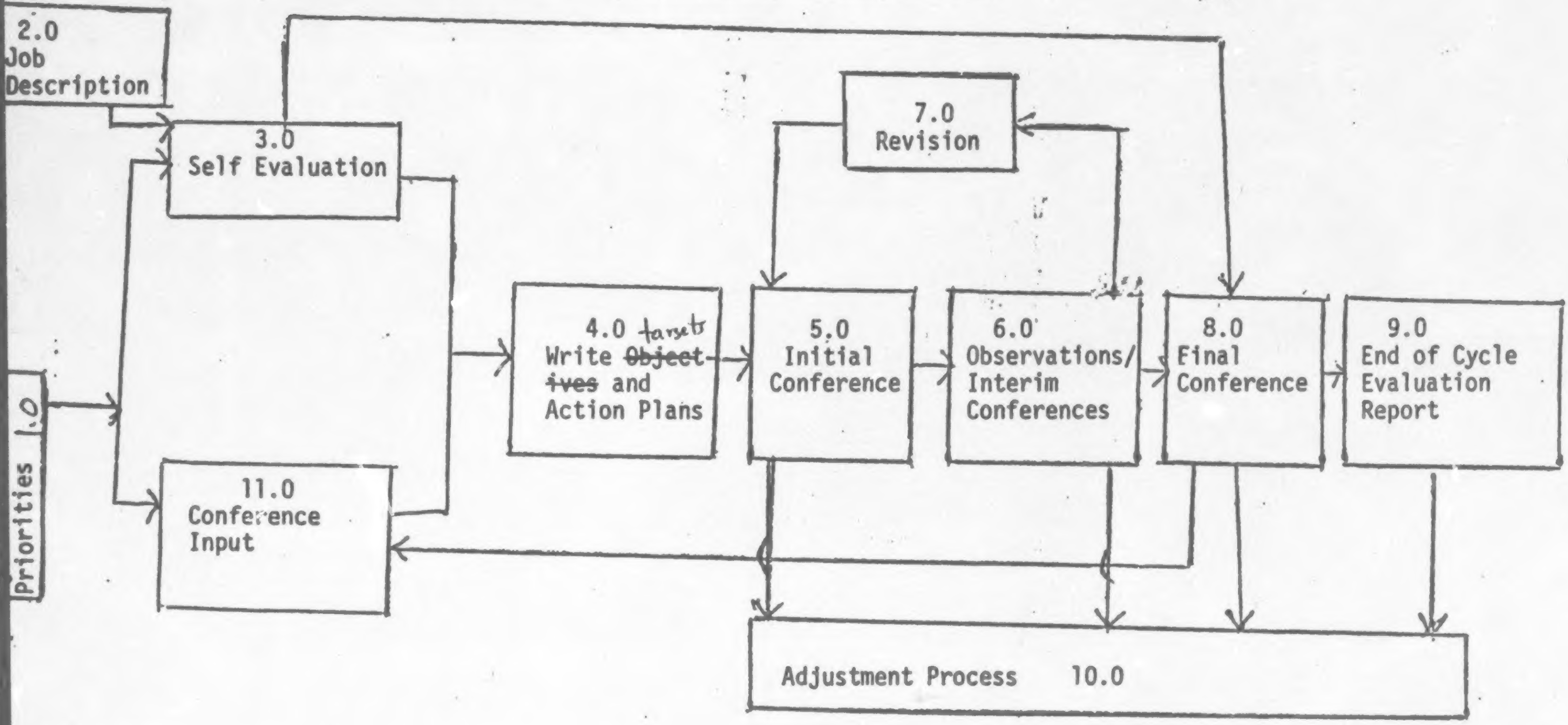
The chart entitled "The Old Haven Evaluation Process" is to be used as a model for the overall plan and the relationships of the various steps to each other. Each step is numb[illegible]oded to facilitate referencing the explanatory section that follow. Please note that this is the first draft of the model and will in all probability be revised after the pilot phase.

As shown in the model, the evaluatee reflects on his or her job description and responsibilities as well as the system or school goal priorities in conducting a self-evaluation. This information is used to formulate job targets and action plans in conjunction with previous conferencing information (obviously not available at the initiation of the process).

The evaluatee meets with his or her evaluator to reach mutual understanding and agreement on the tasks to be performed and evaluated. A number of observations and/or interim conferences may be necessary and may lead to a rewriting of job targets and/or action plans or to the final conference. At the final conference, the evaluatee has made a self-evaluation of progress and the evaluator and evaluatee reach agreement on the level of success attained.

The cycle is completed when each prime participant signs the evaluation report. If there is difficulty at any step, the adjustment process is used.

OLD HAVEN EVALUATION PROCESS


2.0 Job Description
3.0 Self Evaluation
4.0 Write ~~Objectives~~ targets and Action Plans
5.0 Initial Conference
6.0 Observations/ Interim Conferences
7.0 Revision
8.0 Final Conference
9.0 End of Cycle Evaluation Report
Adjustment Process 10.0
11.0 Conference Input
Priorities 1.0

1.0 Setting Systemwide and/or School Priorities

A program for establishing educational goals and performance objectives has been developed by the staff of the Northern California Program Development Center of Chico, through a grant from the U.S. Office of Education and is being distributed by the Commission on Educational Planning of Phi Delta Kappa. To date this program has been thoroughly field tested in many school districts.*

The program consists of a series of strategies whereby a school district may develop community-ranked educational goals and teacher-developed objectives. Provision is made for the involvement of members of the community, the professional staff and students in:

1. ranking of educational goals in order of their importance,
2. assessing how well current educational programs are meeting these goals

A listing of these goals can be found in the Appendix.

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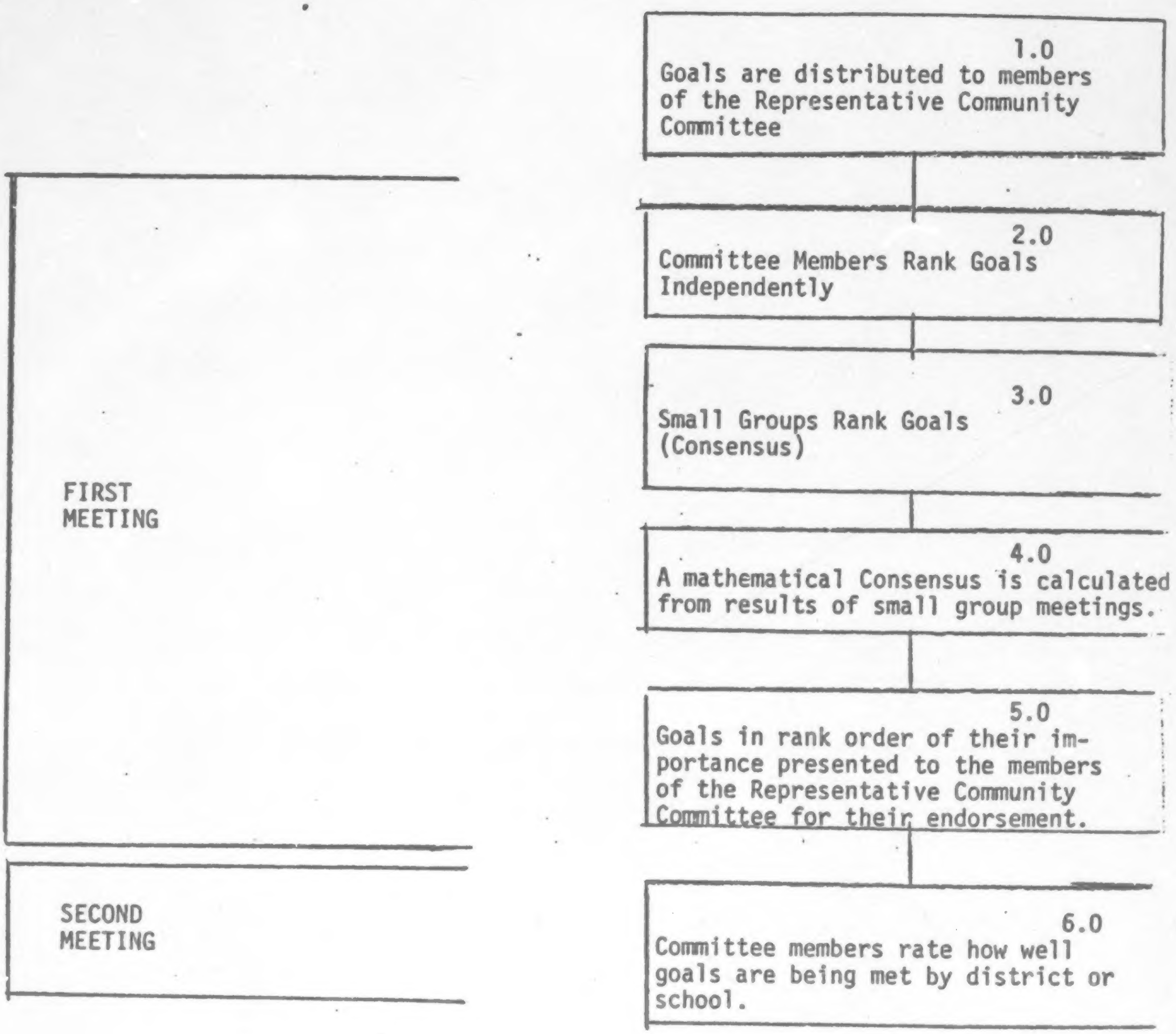
* Commission on Educational Planning
Phi Delta Kappa, Inc.
P.O. Box 789
Bloomington, Indiana 47401

GOAL RANKING-RATING STRATEGY



FIRST MEETING

1.0 Goals are distributed to members of the Representative Community Committee

2.0 Committee Members Rank Goals Independently

3.0 Small Groups Rank Goals (Consensus)

4.0 A mathematical Consensus is calculated from results of small group meetings.

5.0 Goals in rank order of their importance presented to the members of the Representative Community Committee for their endorsement.

SECOND MEETING

6.0 Committee members rate how well goals are being met by district or school.

2.0 Job Descriptions

Job descriptions would be developed for every professional staff person in the Old Haven Public School System. The format and models provided by the National School Boards Association (800 State National Bank Plaza, Evanston, Illinois 60201) is suggested. The models presented are based on the contents of several thousand actual school district job descriptions. However, it will be necessary to edit and revise them to meet the specific needs of Old Haven.

Several models can be found in the Appendices.

For each job the following areas are delineated:

Title

Qualifications

Who the staff member reports to.

Who the staff member supervises.

Job Goal.

Performance Responsibilities

Terms of Employment

Evaluation

3.0 Self-Evaluation

Section VIII of the Guidelines for Teacher Evaluation states: "Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways." *

Self-evaluation is a process with instrumentation to assist the staff members being evaluated to improve his/her performance as an educator.

There are many instruments available for use in self-evaluation. The following are some valid suggestions:

1. The use of a self-made student survey sheet.
2. Video-tape performance for own viewing.
3. Asking for peer assistance in self-evaluation.
4. The use of the form prepared by Russell A. Johnson which can be found in the appendix. This form will be distributed to all teachers for their own use. The Evaluation Committee will, within six months of acceptance of the toal document, prepare and produce a self-evaluation form for ALL non-classroom professionals in the system.**

Confidentiality of Self-Evaluation

Self-evaluation forms will be distributed to all personnel. The sole intent of self-evaluation is that it be utilized by that individual only. Under no circumstances may a self-evaluation document be used in a personal file.

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* See Appendix

** Information relative to this task can be found in ERC Search No. 740525 entitled "Evaluation of Administrators". This search is available from the Educational Resources Center at ACES.

4.0 Writing Job Targets

A job target is a statement of a personal commitment to a specific accomplishment. The target must be in harmony with one or more goals of the district, designed by the evaluatee, and concurred in by the evaluator.

The most important and indispensable characteristic of a useful job target is that it describes the kind of performance that will be accepted as evidence that the performer has accomplished the target.

Job targets should incorporate these components:

1. It must have a purpose.
2. It must have clearly stated actions or processes.
3. It must be measureable in terms of observable behavior.

Other guidelines to be considered when writing a job target:

1. It must be in a written form in understandable terms, by those who are to achieve them.
2. It should relate to the individual role and authority and the overall objectives of the area, department and school system.
3. It should be realistic, attainable and represent a challenge.
4. It should specify a standard of acceptable performance.
5. It should be consistent with the available and anticipated resources of the school.
6. The action plan should be appropriate in relation to the task.

The evaluatee should prepare five or more job targets utilizing the prescribed form, for use in the initial conference. These will be discussed and several should be actually agree to (possibly with modifications).

FORMAT FOR PREPARING A
JOB TARGET

Name ______________________

Position ______________________

Responsible to: ______________________

Target Objective ______________________

Date For Completion ______________________

Action Plan ______________________

Constraints ______________________

Additional Resources Needed and Estimated Costs ______________________

Method(s) for Measuring Results ______________________

Acceptable Range of Achievement ______________________

Dates For Interim Conferences and Observations ______________________

Date for Final Conference ______________________

Signed by ______________________
Supervisor Date

____
Supervisee Date

Supportive of Board Policy No. ________

Or School or System Goals: ______________________

5.0 Initial Conference

The purpose of this conference is to reach an understanding and agreement of the evaluatee's presentation of job targets. After reviewing the results of the evaluatees diagnosing his/her current performance.

The following suggestions should be helpful during the conference period to establish specific targets and action plans.

1. Choose targets that most nearly reflect the nedds of the evaluatee; being sure not to select too many perhaps 3-4 items.
2. Be able to establish various lengths of time for the fulfillment of such depending upon the targets. (Brief period to a full year)
3. Both should concern themselves with the way each target is stated.
4. The evaluatee should prepare on the standard form the stated target prior to the meeting. This sheet will cover targer objectives, plan of action, special operational requirements, and criteria for measuring and or observing process.
5. In the event no agreement can be decided upon in designing specific targets then the following guidelines may be used:
    a. Try to reach some consensus, by being sensitive to the others point of view, and arrive at least 2 targets. Both parties should re-consider and re-evaluate their positions and move their attitude on behavior on the disagreed item for their next conference.
    b. If the divergence in opinion between the two is substantial, either one or both may request the intervention of an adjustment counselor. This individual is the immediate superior of the evaluator.

6.0 Observations/Interim Conferences

The implementation process of the action plans to achieve specific job targets is the core of evaluation of teachers. The worksheet, contains not only the statement of the job target but the steps in the action plans.

The extent and nature of monitoring and observing that may be necessary will depend upon the type of job targets. The amount of and kind of monitoring and observing that should be done must be discussed and mutually agreed upon by both parties concerned.

Reports of observations must be consistent with the agreement between Old Haven Board of Educational and OHBOE.

During the implementation process, the evaluatee and evaluator will probably have several informal contacts during which information may be exchanged that will relate to the evaluation process. It is recommended that dates of such be kept by both parties. It is also likely that the evaluatee and evaluator will have discussed the nature of the implementation process during the conference held to establish the targets and action plans. Thus, these understandings will become operative in the implementation of targets and action plans.

Interim Conference

At an agreed upon date the evaluatee and evaluator may hold an interim conference to discuss the extent to which specific targets and action plans are being successfully achieved. This is a "check-up" type of conference. Discussions will be made regarding the:

1. Amount of progress that is being made.
2. Need to modify, delete or add targets or action plans.
3. Strategies that should be followed to carry out the rest of the implementation process.

Keeping Evaluation Records

It is suggested that both the evaluatee and evaluator keep an Evaluation folder in which the information is kept including observation reports, and any other data that relates to the mutual goal setting process "back-up" materials. These will be needed when the time comes to complete the final Evaluation Report at the end of the evaluation cycle.

7.0 Revising Targets or Action Plans

During the course of implementing target problems with the target or action plan may be identified. The evaluator and evaluatee should agree on the revisions to be made and adjust the implementation accordingly.

8.0 Final Conference

The last step in the goal-setting process is the "final conference", and should be used for the purpose of analyzing the implications of the results of the work; as well as to discuss plans for the next evaluation cycle and longer range concerns for the future. This is a culminating step in the evaluation process and it requires understanding, sensitivity and skill on the part of both parties.

There is no recipe for a successful conference, however, good preparation is essential along with a conducive atmosphere and a favorable physical setting. Also an awareness that the evaluator's commitments, during the implementation stage, were fully carried out is reassuring. This conference is an opportunity for a frank interchange of viewpoints concerning the implications of the results attained. If a positive working relationship has been established during the course of the cycle then the culminating conference should go well. It is very important not to spring surprises during this conference and if contacts have been adequate, then it is unlikely that this should happen.

It is important for both the evaluator and evaluatee to have positive ideas and suggestions for follow-up activities. The final conference is the time to make tentative suggestions for objectives for next cycle. If "Needs Improvements" have been given in the overall assessments by the evaluator, these should be discussed in detail because they presumably will be areas for designing specific targets for the next cycle.

It is understood that the evaluatee and evaluator do not have to concur in the culminating conference (only the Initial conference). There should be room for honest difference of opinion without threat to either party.

Some Considerations and Guidelines for Final Conferences:

1. Start with Teachers Assessment.
2. Go over each target item and comment objectively:

   stick to his/her and other actual behaviors

   avoid getting into interpretations of his/her behavior or guesses as to his/her motive.
3. Be frank and honest in the conference:

   be as specific as possible, illustrate all points with concrete examples of behavior.
4. Make an overall assessment of the teacher's performance:

   be helpful, avoid discussion of things like individual mannerisms/physical appearances, etc.
5. Give Evaluatee a feeling of success as well as shortcomings.
6. Determine Follow-up Action:

   Summarize areas of agreement. Try to agree (try to see things from her/his point of view) on areas of disagreement and plan for the future. Arrive at some mutual agreement on future performance targets.
7. Summarize the Conference:

   Keep notes on important issues
8. Write-up the Summary:

   Both may draw up a written summary independently or collectively.

9. Sign the Summary:

Both parties must sign the written final conference sheet but does not have to be in agreement with that which is stated within.

10. Utilization of data:

The collected information should serve as a basis for the next cycle's performance objectives and this cycle's overall performance appraisal.

9.0 End of Cycle Report

This final act of the Evaluation Process is in the form of a narrative written by the evaluator. The comments should be discussed thoroughly beforehand in the final conference and not a "surprise" to the evaluatee. Each conclusion should be supported by data or documentation.

Though both parties sign the report, the evaluatee need not concur with the whole or any part of the report. In this case the evaluatee can submit an addendum (with data and documentation) and the adjustment process is used.

10.0 The Adjustment Process

It is possible that disagreements may occur between evaluatee and evaluator at various steps in the evaluation process. Every effort must be made to resolve these by the parties themselves. If this cannot be done, it is possible to call upon an adjustment counselor who will attempt to bring about a resolution of the difficulty.

The adjustment counselor will be the immediate superior of the evaluator.

(Examples)*

Evaluatee	Evaluator	Adjustment Counselor
Teacher	Department Head	Asst. Principal
Department Head	Asst. Principal	Principal
Teacher	Principal	Asst. Superintendent
Asst. Principal	Principal	Asst. Superintendent
Principal	Asst. Superintendent	Superintendent

Either the evaluatee or evaluator may request, in writing, the assistance of the adjustment counselor. It is necessary, however, that the other receive a copy of the request.

The role of the adjustment counselor is to:

1. Listen to both parties (separately or together)
2. Attempt to mediate the differences
3. Strive to get the parties to reach agreement
4. Work out a reasonable compromise so that the evaluation process may proceed.

If the services of the evaluatee are regarded as not being satisfactory, the adjustment process must conform to the provisions of the current Agreement Between the Old Haven Board of Education and the Old Haven Education Association and the General Statutes of the State of Connecticut.

*This chart will be expanded to include all staff.

11.0 Conference Input

Results of previous conferences and reports are considered by the evaluatee in formulating new targets and action plans.

THE PILOT IMPLEMENTATION PLAN

Step	Responsible Agent	Task	Completion	Anticipated Additional Costs
1	Superintendent	Board of Education Approval	June	---
2	Education Committee	Systemwide Goals Prioritization	1 Oct.	*($30.)
3	Personnel Committee	Job Descriptions	1 Oct.	--
4	Inservice Committee	Plan Awareness for All Staff	15 Oct.	--
5	Evaluation Committee	Pilot Selection Process Completed	1 Nov.	--
6	Evaluation Committee	Pilot Staff Inservice Completed	15 Dec.	*($300.)
7	Evaluation Committee	Pilot Implementation Start/End	Jan/Jun	--
8	Evaluation Committee	Review/Reporting/ Monitoring Process	Jan/Jun	--
9	Evaluation Committee	Revisions Completed	Aug.	--
10	Superintendent	Board of Education Approval	Sep.	--
11	Inservice Committee	Full Implementation Training	Sep 1 Jun 1	*(?)

*May be an additional cost item depending on available human and material resources. Estimated cost in parentheses.

Appendix A

An Act Concerning Teacher Evaluation
and
Guidelines For Implementation

TEXT OF CONNECTICUT TEACHER EVALUATION LAW

PUBLIC ACT NO. 74-278

AN ACT CONCERNING TEACHER EVALUATION

Enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. The superintendent of each school district shall, in accordance with guidelines established by the state board of education for the development of evaluation programs and such other guidelines as may be established by mutual agreement between the town or regional board of education and the teachers' representative chosen pursuant to section 10-153b of the general statutes, continuously evaluate or cause to be evaluated each teacher. The superintendent shall report the status of such evaluations to the town or regional board of education on or before June first of each year. For purposes of this section, the term "teacher" shall include each employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the state board of education.

Section 2. On or before January 1, 1975, each town or regional school district shall submit, in writing, to the state board of education a report on existing evaluation procedures and plans for implementing the guidelines established by the state board of education for development of local evaluation programs.

Section 3. Section 1 of number 73-456 of the public acts of 1973 is repealed . . .

Section 4. The sum of thirty thousand dollars is appropriated to the department of education, which appropriation shall be from the sum appropriated to the finance advisory committee under section 1 of number 74-31 of the special acts of the current session for the reserve for legislation affecting agency budgets and shall be administered by said department. Said sum shall be used for the development, planning, research and evaluation of the guidelines and programs required by this act and for assistance to town and regional boards of education, including orientation and in-service workshops in implementing such guidelines and programs.

Section 5. This act shall take effect July 1, 1974.

Guidelines for Implementation

Guidelines for Staff Evaluation

The following guidelines have been established by the State Board of Education to serve as a framework within which each school district can now develop or adapt its program of evaluation of professional staff.

Guiding Principles

A school environment in which a teacher may most fully develop the art and science of teaching is essential. These guidelines are prepared in an effort to help create such an environment in every school system in Connecticut.

I. The primary purpose of teacher evaluation is the improvement of the student learning experience.

Teacher evaluation should be a continuing process through which the professional performance of a teacher is enhanced. Performance should be evaluated in terms of the degree to which activities have met cooperatively predetermined goals and objectives appropriate to the individual's professional role in the context of the specific educational environment.

II. The local school district establishes its own educational goals. Such goals form the basis of the teacher evaluation program.

III. Ample time is provided for the goal-oriented approach to teacher evaluation.

IV. A fiscal support system is established for the purpose of assisting school districts to prepare for and conduct evaluations.

Guidelines for an Evaluation Plan

I. Each professional shall coperatively determine with the evaluator(s) the objectives upon which his or her evaluation shall be based.

II. The evaluation program is cooperatively planned, carried out and evaluted by all levels of the staff.

III. The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated.

IV. The general responsibilities and specific tasks of the teacher's position should be comprehensively defined and this definition should serve as the frame of reference for evaluation.

V. The accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he or she will be evaluated in relation to that position.

VI. Evaluations are more diagnostic than judgmental. The process should help analyze the teaching and learning to plan how to improve.

VII. Evaluation should take into account influences on the learning environment such as material and professional resources.

VIII. Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways.

IX. The self-image and self-respect of teachers should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan.

X. The nature of the evaluation is such that it encourages teacher creativity and experimentation in planning and guiding the teacher-learning experiences provided children.

XI. The program makes ample provision for clear, personalized, constructive feedback.

Appendix C

List of Goals and Similar Sub-Goals

LIST OF GOALS AND SIMILAR SUB-GOALS

(Not in order of priority)

I. LEARN HOW TO BE A GOOD CITIZEN

A. Develop an awareness of civic rights and responsibilities.

B. Develop attitudes for productive citizenship in a democracy.

C. Develop an attitude of respect for personal and public property.

D. Develop an understanding of the obligations and responsibilities of citizenship.

II. LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY.

A. Develop an appreciation for and an understanding of other people and other cultures.

B. Develop an understanding of political, economic, and social patterns of the rest of the world.

C. Develop awareness of the interdependence of races, creeds, nations and cultures.

D. Develop an awareness of the processes of group relationships.

III. LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD.

A. Develop ability to adjust to the changing demands of society.

B. Develop an awareness and the ability to adjust to a changing world and its problems.

C. Develop understanding of the past, identify with the present, and the ability to meet the future.

IV. DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING

  A. Develop ability to communicate ideas and feelings effectively.
  B. Develop skills in oral and written English.

V. UNDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS

  A. Develop loyalty to American democratic ideals.
  B. Develop patriotism and loyalty to ideas of democracy.
  C. Develop knowledge and appreciation of the rights and privileges in our democracy.
  D. Develop an understanding of our American heritage.

VI. LEARN HOW TO EXAMINE AND USE INFORMATION

  A. Develop ability to examine constructively and creatively.
  B. Develop ability to use scientific methods.
  C. Develop reasoning abilities.
  D. Develop skills to think and proceed logically.

VII. UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING

  A. Develop understanding and appreciation of the principles of living in the family group.
  B. Develop attitudes leading to acceptance of responsibilities as family members.
  C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.

VIII. LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE

  A. Develop appreciation and respect for the worth and dignity of individuals.
  B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
  C. Develop a cooperative attitude toward living and working with others.

IX. DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK

A. Develop abilities and skills needed for immediate employment.

B. Develop an awareness of opportunities and requirements related to a specific field of work.

C. Develop an appreciation of good workmanship.

X. LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES

A. Develop an understanding of economic principles and responsibilities.

B. Develop ability and understanding in personal buying, selling and investment.

C. Develop skills in management of natural and human resources and man's environment.

XI. DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE

A. Develop intellectual curiosity and eagerness for lifelong learning.

B. Develop a positive attitude toward learning.

C. Develop a positive attitude toward continuing independent education.

XII. LEARN HOW TO USE LEISURE TIME

A. Develop ability to use leisure time productively.

B. Develop a positive attitude toward participation in a range of leisure time activities - physical, intellectual, and creative.

C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

XIII. PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY

A. Establish an effective individual physical fitness program

B. Develop an understanding of good physical health and well being.

C. Establish sound personal health habits and information.

D. Develop a concern for public health and safety.

XIV. APPRECIATE CULTURE AND BEAUTY IN THE WORLD

A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts).

B. Cultivate appreciation for beauty in various forms.

C. Develop creative self-expression through various media (art, music, writing, etc.)

D. Develop special talents in music, art, literature and foreign languages.

XV. GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS

A. Promote self-understanding and self-direction in relation to student's occupational interests.

B. Develop the ability to use information and counseling services related to the selection of a job.

C. Develop a knowledge of specific information about a particular vocation.

XVI. DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH

A. Develop a feeling of student pride in his achievement and progress.

B. Develop self-understanding and self-awareness.

C. Develop the student's feeling of positive self-worth, security, and self-assurance.

VII. DEVELOP GOOD CHARACTER AND SELF-RESPECT

A. Develop moral responsibility and a sound ethical and moral behavior.

B. Develop the student's capacity to discipline himself to work, study, and play constructively.

C. Develop a moral and ethical sense of values, goals, and processes of free society.

D. Develop standards of personal character and ideas.

XVIII. GAIN A GENERAL EDUCATION

A. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.

B. Develop a fund of information and concepts.

C. Develop special interests and abilities.

Appendix D

Prototypic Job Description, Principal

Prototypic Job Description, Teacher

JDE LOCATOR: 2.13.3

EPS Reference: CGBA-R

TITLE: Principal

QUALIFICATIONS:

1. A master's degree, with a major in educational administration.
2. A valid state certificate to practice as a school principal.
3. At least three years of experience in public school administration and supervision.
4. At least two years of experience as a teacher.
5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Superintendent

SUPERVISES:

1. Assistant Principals.
2. Teaching Staff and Paraprofessionals.
3. Other Professional Staff.
4. All Nonprofessional School Staff.
5. Other Resource and Service Personnel while Functioning in the Assigned School.

JOB GOAL: To use leadership, supervisory, and administrative skills so as to promote the educational development of each student.

PERFORMANCE RESPONSIBILITIES:

1. Supervises the school's educational program.

2. Assumes responsibility for the implementation and observance of all Board policies and regulations by the school's staff and students.

3. Assists in the development, revisions, and evaluation of the curriculum.

4. Supervises all professional, paraprofessional, administrative, and nonprofessional personnel attached to the school.

5. Assists in the recruiting, screening, hiring, training, assigning, and evaluating of the school's professional staff.

6. Assumes responsibility for the safety and administration of the school plant.

7. Delegates authority to responsible personnel to assume responsibility

(Overleaf)

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for the school in the absence of the principal.

8. Budgets school time to provide for the efficient conduct of school instruction and business.

9. Plans and supervises fire drills and an emergency preparedness program.

10. Maintains high standards of student conduct and enforces discipline as necessary, according due process to the rights of students.

11. Asserts leadership in times of civil disobedience in school in accordance with established Board policy.

12. Supervises and evaluates the school's extracurricular program.

13. Assists in the inservice orientation and training of teachers, with special responsibility for staff administrative procedures and instructions.

14. Supervises the preparation of all school reports for the district office.

15. Makes recommendations concerning the school's administration and instruction.

16. Assumes responsibility for the attendance, conduct, and health of students.

17. Assists in the management and preparation of the school budget.

18. Supervises the maintenance of accurate records on the progress and attendance of students.

19. Acts as liaison between the school and the community, interpreting activities and policies of the school and encouraging community participation in school life.

20. Makes arrangements for special conferences between parents and teachers.

21. Recommends the removal of a teacher whose work is unsatisfactory, according to established procedures.

22. Conducts meetings of the staff as necessary for the proper functioning of the school.

TERMS OF EMPLOYMENT: Ten, eleven, or twelve month year. Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accord-

JDE LOCATOR: 3.01.1

EPS Reference: GBBA-R

TITLE: Teacher

QUALIFICATIONS: As set by state certification authorities

REPORTS TO: Principal

SUPERVISES: Teacher Aide and Volunteers Assigned

JOB GOAL: To help students learn subject matter and/or skills that will contribute to their development as mature, able, and responsible men and women.

PERFORMANCE RESPONSIBILITIES:

1. Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of students.
2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
3. Guides the learning process toward the achievement of curriculum goals and--in harmony with the goals--establishes clear objectives for all lessons, units, projects, and the like to communicate these objectives to students.
4. Employs instructional methods and materials that are most appropriate for meeting stated objectives.
5. Assesses the accomplishments of students on a regular basis and provides progress reports as required.
6. Diagnoses the learning disabilities of students on a regular basis, seeking the assistance of district specialists as required.
7. Counsels with colleagues, students, and/or parents on a regular basis.
8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads evaluates their

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job performance.

10. Strives to maintain and improve professional competence.

11. Attends staff meetings and serves on staff committees as required.

TERMS OF EMPLOYMENT: Ten, eleven, or twelve month year. Salary and work year to be according to the current schedule.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Approved by: ______________________________ Date: ______

Reviewed and agreed to by: ____________________ Date: ______
(Incumbent)

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Appendix E

Sample Teacher Self-Evaluation Instrument

Sample Teacher Self Evaluation Instrument

Attached is a document entitled "An Exercise in Self-Evaluation for Teachers" by Russell A. Johnson. You may be looking for information from which to develop job targets to bring to the supervisory conference. This document may be helpful. Note that it is intended as a self evaluation for teachers. The nature of the statements included would make it difficult - at best - to use this as an evaluation tool by the supervisor. Since PA74-278 (the staff evaluation law) has a guideline concerning self-evaluation, this document may serve as a start for a locally developed form.

This document has four steps.

Step One: The teacher rates his or her performnace on the five-point scale for each of forty-six (46) statements.

Step Two: The teacher marks the score for each question on the Tabulation Sheet. Note on the Tabulation Sheet that each statement has a line in one of the nine (IX) catagories (columns). For example, the score for statement one is placed on the line in Column One (I); the score for statement seventeen (17) is placed on the line in Column Five (V).

Step Three: Follow the directions on the Scoring Sheet to arrive at an average score for each catagory.

Step Four: Use the Graph for Scores to determine job target areas.

AN EXERCISE IN SELF-EVALUATION FOR TEACHERS

BY Russell A. Johnson

Directions:

Evaluate yourself in each category on a scale of one through five. A "1" would indicate that you consider yourself as doing a poor job in that area. A "5" would indicate that you consider yourself as doing an excellent job in that area. Other points on the scale may be used to mark your evaluations which fit between those two extremes.

		1	2	3	4	5
1.	Effective use of audio-visual equipment and materials	.	.	.	.	.
2.	Accounting for individual differences in my classroom activities	.	.	.	.	.
3.	Frequent reading of professional books and articles	.	.	.	.	.
4.	Making constructive suggestions to my principal or supervisor	.	.	.	.	.
5.	Making frequent and effective parent contacts	.	.	.	.	.
6.	Controlling my emotions	.	.	.	.	.
7.	Having effective classroom control	.	.	.	.	.
8.	Willingness to accept special responsibilities	.	.	.	.	.
9.	Set specific classroom rules and procedures	.	.	.	.	.
10.	Pay my students frequent honest compliments	.	.	.	.	.
11.	Avoid sarcasm and ridicule of students	.	.	.	.	.
12.	Good sense of humor	.	.	.	.	.
13.	Good grooming	.	.	.	.	.
14.	Freedom from prejudice against certain races, etc.	.	.	.	.	.
15.	Completion of reports on time	.	.	.	.	.
16.	Completion of reports on time	.	.	.	.	.
16.	Effective use of bulletin boards and display areas	.	.	.	.	.
17.	Show respect for fellow staff members	.	.	.	.	.
18.	Able to admit mistakes and weaknesses	.	.	.	.	.
19.	Use effective evaluation technicques for students	.	.	.	.	.
20.	Encourage students' self evaluation	.	.	.	.	.

1 2 3 4 5

21. Keep voice at concersational level . . . . .

22. See principal/supervisor as an aid in my work . . . . . .

23. Respect the personal rights of students . . . . . .

24. Request help with individual students when needed . . . . . .

25. Use a variety of discipline techniques and select those which best fit the child and the problem . . . . . .

26. Have a neat, well-organized classroom . . . . . .

27. Compliment freely the other members of the staff . . . . . .

28. Involve the students in some of the planning . . . . . .

29. Continue my professional training . . . . . .

30. Plan my classroom activities carefully . . . . . .

31. Am flexible in my daily plans . . . . . .

32. Use positive reinforcement with my students . . . . . .

33. Enforce school policies and regulations . . . . . .

34. Have much student participation in my classroom . . . . . .

35. Contact parents in an attitude of cooperation . . . . . .

36. Creative in instructional procedures and activies . . . . . .

37. Hold individual conferences with students often . . . . . .

38. Coooperation with other staff members . . . . . .

39. Cooperation with the principal . . . . . .

40. Cooperation with the supervisors . . . . . .

41. Ability to speak effectively with parents and other adults . . . . . .

42. Adherence to professional ethics . . . . . .

43. Work on professional committees . . . . . .

44. Make efforts at self-evaluation . . . . . .

45. Attempt to improve personal and professional weaknesses . . . . . .

46. Try new instructional ideas and techniques . . . . . .

TABULATION SHEET FOR "AN EXERCISE IN SELF-EVALUATION FOR TEACHERS"

Directions: Mark the score you gave yourself for each statement on the evaluation sheet on this sheet in the blank provided.

Statement	I	II	III	IV	V	VI	VII	VIII	IX
1	___								
2	___								
3									___
4						___			
5				___					
6								___	
7			___						
8							___		
9		___							
10			___						
11			___						
12								___	
13								___	
14								___	
15		___							
16		___							
17					___				
18								___	
19	___								
20	___								
21	___								
22						___			
23			___						

SCORING SHEET FOR AN EXERCISE IN SELF-EVALUATION FOR TEACHERS

Directions: To get your average score in each category, add the total number of points you gave yourself in that category and divide by the number of statements in that category. Round off your answers to the nearest tenth of a point.

I. INSTRUCTIONAL PROCEDURES

____________________divided by 8 equals____________________

II. MANAGEMENT SKILLS

____________________divided by 6 equals____________________

III. RELATIONSHIPS WITH STUDENTS

____________________divided by 8 equals____________________

IV. RELATIONSHIPS WITH PARENTS

____________________divided by 3 equals____________________

V. INTRA STAFF RELATIONSHIPS

____________________divided by 3 equals____________________

VI. RELATIONSHIPS WITH PRINCIPAL AND SUPERVISORS

____________________divided by 6 equals____________________

VII. PROFESSIONAL PARTICIPATION

____________________divided by 3 equals____________________

VIII. PERSONAL COMPETENCIES

____________________divided by 5 equals____________________

XI. PROFESSIONAL GROWTH

Statement	I	II	III	IV	V	VI	VII	VIII	IX
24						—			
25			—						
26		—							
27					—				
28			—						
29									—
30		—							
31		—							
32			—						
33						—			
34	—								
35				—					
36	—								
37			—						
38					—				
39						—			
40						—			
41				—					
42							—		
43							—		
44									—
45									—
46	—								

GRAPH FOR SCORES ON AN EXERCISE IN SELF-EVALUATION FOR TEACHERS

Directions: Mark your average score in each category on the graph. Connect the marks and make a line graph. This will indicate to you what you have evaluated as your weakest areas and your strongests areas. Your job targets should be directed at strengthening your weakest areas.

	I. INSTRUCTIONAL PROCEDURES	II. MANAGEMENT SKILLS	III. RELATIONSHIPS WITH STUDENTS	IV. RELATIONSHIPS WITH PARENTS	V. INTRA STAFF RELATIONSHIPS	VI. RELATIONSHIPS WITH PRINCIPAL AND SUPERVISORS	VII. PROFESSIONAL PARTICIPATION	VIII. PERSONAL COMPETENCIES	IX. PROFESSIONAL GROWTH
5									
4									
3									
2									
1									

Appendix B

Definitions

Act[illegible] Plan	Tasks or activities that will be carried out to achieve a specific objective(s)
Activities	Specific actions which are completed, in an action plan, designed to contribute to the accomplishment of a specific objective
Areas	Major blocks of duties and responsibilities, showing the broad scope of performance
Adjustment Process	A process to resolve serious differences of opinion between the evaluatee and evaluator in carrying out the steps in the evaluation process
Analysis	Discussion between the evaluatee and evaluator concerning the results and implications of the evaluation process.
Assessment of Objectives	Estimates, made by the evaluatee and evaluator, of the degree to which specific objectives have been achieved
Assessments, Overall	Estimates, made by the evaluatee and evaluator, of the degree to which the former performed successfully in the major areas of responsibility
Client Input	Information provided by those whom the evaluatee serves (students, parents, etc.) which may be used by the evaluatee to develop specific objectives and action plans
Conference, Interim	The conference held about midway in the evaluation cycle for the purpose of determining how successfully specific objectives are being achieved and to decide if modifications should be made in either objectives or action plans.
Conference, Final	The conference, at the conclusion of the evaluation process, for the purpose of analyzing the results attained and to make plans for the coming year
Criteria	Standards. Used in performance evaluation with reference to performance standards
Data, Evaluative	Information, collected during the year, which indicates the extent to which specific objectives are being accomplished

gnosis	The process by which the evaluatee and evaluator determine the areas and categories which may become the focus of specific objectives
lu[illegible]	To make a written review of progress made and an interpretation of the analysis of work results in the achievement of performance objectives. or job targets, as an important step in the performance evaluation plan cycle
llow Up	A determination of actions, made at the evaluation conference or subsequently, which the evaluations indicate may facilitate target achievement or other performance improvement
l	A statement of broad direction or intent, general and timeless, and not concerned with particular achievement within a specific time.
idelines	The content of the evaluation plan of the district or institution derived from legal directions and decisions of the planning group, as approved by the board of education or trustees.
b Description	Statement of duties and responsibilities of individuals whose positions are sufficiently specialized so as to make it advisable to use the job description as a supplement to the more general areas and categories
b Target	A performance objective or job expectancy
nitoring (Observing)	Contacts of the evaluator with evaluatee to collect relevant information regarding the progress being made to carry out action plans and to achieve specific objectives
jective	A planned accomplishment that can be verified within a given time under specific conditions, which, if attained, advances the system toward a corresponding goal. Extent of progress toward the objective usually can be ascertained.
jectives, Specific	Purposes, stated in writing, which explicity indicate an objective statement of the desired action, the outcome sought, and the method of measurement
s[illegible]vation	An act of data monitoring, related to the performance objective or job target of an evaluatee, which involves viewing the activities of an evaluatee and reducing the substance of the viewing to writing.

On-Going Duties	Total job responsibility
Performance Evaluation	Evaluation based upon a determination and analysis of progress made toward accomplishment of pre-determined objectives or job targets, usually established jointly by evaluatee and evaluator.
Performance Objective	An objective, in harmony with one or more goals of the district or institution, designed by the evaluatee and concurred in by the evaluator, to be directed chiefly by the evaluatee with mutually agreed upon support to be provided by the evaluator. Objective design includes identification of appropriate performance data, means of collection and standards for determining achievement or progress. An objective maydeal with any aspect of effort directed by the evaluatee to achieve improved performance of self or others or the carrying out of a specified process or activity.
Program	A group of interdependent, closely related activities or services progressing toward or contributing to a common objective or set of allied objectives
Self-Evaluation	Actions of an evaluatee in establishing job targets, or performance objectives, and in making a self-evaluation regarding progress toward target achievement under a performance program. Also a self-improvement activity which can be engaged in independent of any institutional evaluation plan
Standard	A basis for determination of the measure of performance in terms of quantity, quality or value,
Tasks	Specific actions taken, in an action plan, to accomplish a specific objective. Sometimes used as a synonym for activities